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A HISTORY OF THE UNITED STATES AIR FORCE
RESERVE OFFICERS TRAINING CORPS

by
Raymond A. Stevens

A thesis submitted in partial fulfillment
of the requirements for the degree

of
MASTER OF SCIENCE
in
Education

UTAH STATE AGRICULTURAL COLLEGE
Logan, Utah

1955

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Raymond A. Stevens

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INTRODUCTION

The problem: A historical study of the United States Air Force Reserve Officers Training Corps

Tragic as it may seem, every generation of Americans, without exception, has had to go to war. Americans, as hopeful and idealistic about peace as any people in history, have been forced into war three times in four decades--twice in the last one. When a great nation must choose between war and survival, there really is no choice. It must fight.

In the past we have misconceived the choice between preparedness and unpreparedness as a choice between large standing armed forces and no defenses at all. Inevitably, a peaceful people have chosen no defenses. In peacetime we cannot possibly maintain active forces large enough to achieve victory if a world war comes. Relying on large numbers of men in uniform when there are no active hostilities is a most expensive kind of defense. Is there an alternative? This question remained unanswered until the concept of a Reserve Force won public approval. It is true that this country has never had a long-term reserve forces training program, although George Washington proposed one over 170 years ago (27). It is also true that we have never maintained large standing military forces in peacetime. But still, our security demands that we have one or the other; our money and manpower limitations will not let us have both.

The Reserve Officers Training Corps is the major effort supporting the Reserve Forces concept. The ROTC has grown slowly and at times wilted. Eventually it was revived in another manifestation only to wilt again and almost die. While this was going on a new arm of military might rolled out of a bicycle shop in Dayton, Ohio; flew over the sand dunes at Kitty Hawk; and grew to usher the nation into the air-age. With the coming of the airplane and its shrinking action on the world, came a sprout to the ROTC program which has matured into the United States Air Force Reserve Officers Training Corps. The purpose of this study is to trace the United States Air Force Reserve Officers Training Corps from its parasitic beginning to its position in the year 1955.

Related literature

Three related studies have been available to the writer. Russell Stompler, in an unpublished M.A. thesis, University of Alabama, 1951, covered the overall subject of the Reserve Officers Training Corps growth and origin, 1916-1950 (33). The Air Force Reserve Officers Training Corps program at the University of Alabama 1948-1953, was brought to light in a bound Master's thesis, University of Alabama, 1954 (14). Price D. Rice studied and reported on the program of the AFROTC, its history and development, in an M.A. thesis, American University, 1951 (29).

Plan for study

Source of data. Data for this study have come from varied sources including: the files of the Air University Library, Maxwell Air Force Base, Alabama; the Congressional Record; publications originating in

Headquarters, APROTC, Montgomery, Alabama; publications listed in the literature cited section; War Department publications; Department of the Air Force regulations; and the personal observations of the writer who has been an Assistant Professor of Air Science in the APROTC program for over two years.

How the data were obtained. The Air University Libraries, Maxwell Air Force Base, Alabama, maintain a Bibliographic Assistant for ROTC on the staff. Active duty personnel have the privilege of loan service of library materials by mail. Much of the material studied for the preparation of this thesis was selected with the aid of the Bibliographic Assistant for ROTC. The Congressional Record was screened to sift from it the various acts and amendments vitally affecting the ROTC and which measured the temper of the nation at the time of their adoption. These acts were studied closely in an attempt to detect the flow of air-power through the veins of the nation and how the United States Air Force became of age. The publications originating in Headquarters, Air Force ROTC were observed and analyzed on a daily basis during the writer's tour of duty as an Assistant Professor of Air Science. The official detachment files of the College of Southern Utah provided information concerning the transfer of the APROTC responsibility from the numbered Air Forces to the Air University Command.

How the data were analyzed. A minimum of analysis has been attempted in this study because of the danger of some reader interpreting the analysis to be official Air Force subject matter.

CHAPTER I

THE FORMATIVE ERA

Antecedents of military training in colleges and schools

Recognition of the need for preparedness. George Washington in his first address to Congress in 1790 said: "To be prepared for war is one of the most effectual means of preserving peace" (6). Even as early as 1783 Governor DeWitt Clinton of New York recommended to General Washington that military training be conducted in the colleges and the schools of the new nation. Thomas Jefferson in a letter to Colonel Monros, 1813, said: "We must train and classify the whole of our male citizens...We cannot be safe till this is done." (27) The thinking of the Nation's leaders did not necessarily parallel the thinking of the Nation's citizens. In June 1784, congress declared that "Standing armies in time of peace are...dangerous to the liberties of free people," and accordingly reduced the army to 80 men, of which 55 were detailed to guard stores at West Point (32). It took the War of 1812 and an invasion of our soil to awaken the citizens to realize the need for preparedness.

Establishment of military colleges. The United States Military Academy was established by the Congress at West Point, New York, in 1802.

...as a school for training of young men for service as commissioned officers, which mission it has accomplished with high success since that time (34).

In 1820 Alden Partridge, a former superintendent of the United States Military Academy at Norwich, Vermont, established the American Literary,

Scientific and Military Academy. This school was known as the Norwich Military Academy. In 1834 this Academy was granted a charter by the State and incorporated as Norwich University with Partridge as president. At the invitation of other states, he subsequently founded similar institutions in Harrisburg, Pennsylvania, Portsmouth, Virginia, Pembroke, New Hampshire, and Brandywine Springs, Delaware (13).

Instruction in military science and tactics was given at St. John's College, Annapolis, Maryland as early as 1836. In 1839 a military department was established in what is now the Virginia Military Institute. During the next twenty years several additional military colleges were established including the Citadel at Charlestown, South Carolina.

Creation of the Reserve Officers Training Corps

Basic laws which introduced the doctrine of providing military training at civilian institutions. The military reverses suffered by the North in the early days of the Civil War brought the Federal Government into a closer relationship with the states regarding education. Not wishing a recurrence of the unpreparedness experienced, the Congress passed the First Morrill Act on July 2, 1862 (35). This act provided, among other things, that public lands be donated to the states and territories which would provide a college for the benefit of agriculture and mechanic arts, including military tactics. This was designed to spread throughout the nation a substantial nucleus of educated citizens familiar with the principles of military science. Following enactment of this act the land-grant colleges, the name by which they became known, provided for the military training curriculum from their own resources.

This act is the foundation for the entire Reserve Officers Training Program.

Inadequacies of the basic act. The stated intent of the law of 1862 was "...to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life" (41). There was no provision for establishment of a reserve force which could be called upon to defend the nation in time of need. Every war that had engrossed the nation since its very birth, had found it unprepared to defend itself. The pattern has been the same: organize; train; defend the nation; take the offensive; attain ultimate victory; demobilize. The Secretary of War of 1899 recognized the fallacy of this pattern and stated in his annual report:

"...greatly to be desired that at the same time, while lessons drawn from the experience of recent war are fresh in our minds, some improvement should be made in the organization of the Army" (37).

Secretary of War, William Howard Taft, in 1906, received a report from his Inspector General's Office, which served as a basis for future planning. It said in part:

Military experts of this country have been impressed with the fact that provision should be made for the establishment of a national reserve force which could be called out by the President at the outbreak of war to expend the Regular Army...(38)

Subsequent legislation authorized further aid to the land-grant colleges in the form of detailed reports of officers and enlisted men and issues of rifles, uniforms, and other arms and equipment to be used in the military training program.

By the outbreak of World War I in 1914, government-aided military training was being conducted in 50 land-grant colleges across the nation.

Thirteen other institutions of collegiate rank and 41 essentially military preparatory schools were also benefiting from federal aid by virtue of the fact that they had volunteered to conduct military training along with their academic program.

The era from the Civil War to World War I had seen a peace loving nation profit from the experiences of war to the extent that they were ready to provide a program whereby the young manhood of the country could be trained and held in readiness for mobilization in the event of national need.

The National Defense Act of 1916. The early events of World War I crystallized the thinking of the nation. A general reorganization of the military establishment was provided when the congress enacted the original National Defense Act on June 3, 1916. The National Defense Act of 1916 provided for the establishment of the Reserve Officers Training Corps as the source of officer-personnel for the newly-authorized Officers Reserve Corps. The goal that was desired over the years had been reached.

Units of the newly established ROTC were immediately organized on the college campuses across the nation. During the 1916-1917 school year, Army ROTC units boasted a student enrollment of more than 40,000. By 1918 the Secretary of War reported in his annual report that units were being maintained at 119 civilian educational institutions (39). In August 1918 the ROTC was temporarily suspended but was replaced by Students' Army Training Corps. This program was in turn demobilized immediately following the signing of the armistice in November 1918.

Act of 1916 amended. To strengthen the program certain revisions were undertaken in 1920. The Congress, in amending the National Defense Act of 1916, gave the Secretary of War the authority to prescribe courses and establish standards of theoretical and practical training for the ROTC units being maintained in civilian educational institutions (31). In addition, the amended law spelled out the ROTC camp program to be conducted and included such items as appointment of graduates, pay and commutation of subsistence. The sections of the amendment pertaining to the ROTC and to the Reserve Officers Corps are attached as appendix A.

The Army ROTC program 1920-1940. After the problems of demobilization following World War I had been ironed out, the Army was able to move forward with its reserve training program. Until 1940, and the eve of entry into World War II, progress was noted in the number of units maintained and the total enrollment, except for slight declines in each during the depression of the mid-thirties. Table 1 which follows presents information concerning the number of units, the enrollment and the number of commissions granted during the above period (40).

In retrospect. In 1862 Congress passed the first Morrill Act which granted land to the states for establishment of educational institutions and prescribed as one condition that military tactics be included in the curriculum. None of the military training, however, was formally geared toward granting of commissions, although some of the graduates did go into the Army. After enactment of this law, and continuing until 1916, the land-grant colleges provided for the military training curriculum of the Reserve Officers Training Corps and provided authority to install professional military staffs at civilian educational institutions for the

Table 1. Number of ROTC units, enrollment, and number of commissions granted, 1921-1940

Year	Number of ROTC Units	Enrollment	Commissions Granted
1921	213	44,253	
1922	237	51,742	2,031
1923	238	57,505	2,878
1924	231	63,570	3,980
1925	225	69,553	4,153
1926	223	68,553	4,842
1927	225	70,809	5,018
1928	224	72,371	5,142
1929	221	71,903	5,194
1930	218	73,030	5,028
1931	220	75,786	5,151
1932	220	73,989	5,490
1933	217	66,729	5,846
1934	217	65,419	5,640
1935	215	71,955	5,543
1936	184	79,953	4,831
1937	226	87,796	4,923
1938	226	93,308	5,393
1939	226	97,549	5,376
1940	226	103,818	6,709

purpose of conducting the military training. The stated intent of the law of 1862 was "...to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." The evident intent of the law of 1916 was to provide for the training of commissioned officers for the reserve forces against such mobilization requirements as might develop from time to time. The reserve officer training programs conducted under the provisions of these laws have, therefore, served the primary purpose of producing officers for assignment to the reserve forces.

The Army ROTC program was born of necessity arising from our unpreparedness at the beginning of World War I, which found the United States with practically no reserve officer pool. The American college campus was recognized as a reservoir that contained the type of men the Army needed. The Army also recognized the value of college training and, as a result, when the National Defense Act of 1916 was passed, provision was made for the establishment of reserve officer training upon the campuses of the nation.

Air program under the Army

Units established. In the Fall of 1920 the Chief of the Air Service was authorized to proceed with the plans for establishment of Air Service ROTC units. The Chief of Air Service was instructed by the Secretary of War to select five schools during 1920 and 1921 which were qualified and willing to accept new units of the Air Service. In 1920 Air Service units were established at the University of California (Berkeley), University of Illinois, Massachusetts Institute of Technology, and Texas A & M. In 1921 two more were added, at Georgia Institute of

Technology and the University of Washington. The number of units was later increased to six, with establishment of a unit at New York University in 1926. The Air Service program reached a peak of seven units in 1927 (18).

The problem of funds. Price D. Rice, in his study of the APROTC program, revealed many significant facts concerning the struggle for existence of the Air Service and with it the Air Service ROTC. He described the problem in these words:

The plan for 1921 called for the training of 4,000 reserve pilots. Following the War, appropriations and personnel cuts were so drastic that during the years 1922 to 1926 the Air Service was fighting for its very existence. Economy measures forced upon the War Department by Congressional action did not allow for an expanding Air Service. Flying training for reserve pilots was not available and funds for active duty training for ROTC graduates were not made available until 1923. War Department efforts to economize fell hardest upon the Air Force. The number of flying cadets trained in 1923 was not sufficient to offset annual personnel losses and the number of pilots no longer fit for flying duty.

The Chief of Air Service considered the matter so acute that in the annual report for 1923 he asked immediate action through an increase in the number of Air ROTC units to 30...

At the opening of fiscal year 1922 there were but 900 commissioned officers in the Air Service. Details, transfers, casualties and other causes had reduced this figure to 958. Funds were not available for replacements. Lack of funds had forestalled the flight training of the Air ROTC graduates of the 1922 classes (29).

The Army Appropriations Bill for the fiscal year 1922 was a setback for the Air Service ROTC. This bill contained a specific prohibition against the expenditure of funds for the establishment of additional ROTC units for the Air Service. Poor coordination and

understanding between the Air Service and the War Department was evident. This fact was pointed up in the contents of a letter from the Chief of Air Service to the Deputy Chief of Staff, US Army, dated April 1, 1924. The letter stated:

It has come to my attention that the Army Appropriations Bill for the Fiscal Year 1925 has passed the House of Representatives, continues the stipulation which precludes the organization or maintenance of additional Air Service ROTC units. This same restriction was included in the Army Appropriations Bill of 1923 and 1924. No effort was made by my office to prevent the recurrence of this item as we were informed that a study was being made relative to the reallocation of ROTC units of all branches and that every effort would be made to prevent such an item from being included in next year's appropriation bill. I have just been informed that the legislative committee of the General Staff recommended that no change be made and that the matter was not brought to the attention of the committee of the House of Representatives (28).

It is worthy of mention that in 1925 there were only seven regular Army officers and five enlisted men on duty with the Air Service ROTC units. The Chief of the Air Service reported the situation as totally inadequate.

Shortage of funds prevented the training of those who applied for flight training. In one year, 1926, 44 graduates applied for flight training but there were funds to train only 35.

The entire situation is summed up by Rice as follows:

Air Service expansion was a potential threat to the position of the Army in the program of National Defense. War Department opposition to this threat, supported by the Navy, served to thwart every effort of liberals to improve the status of the Air Service. Taking all of the problems of the Air Service into consideration, the major problem was lack of funds. Had funds been available, Air Service might have developed an adequate program and expanded in the face of all opposition (29).

Units discontinued

During the year 1928, three schools were dropped from the list of those supporting an Air Service ROTC unit. They were Georgia School of Technology, Texas A & M, and the University of Washington. By 1933 all had been abolished with the exception of Massachusetts Institute of Technology. It was, however, the Army Appropriations Act of 1933 which paved the way for the final elimination of the Air Service ROTC units. This act prohibited the use of any funds for the maintenance of Air ROTC units. This legislation stopped further enrollments but allowed continued operation of existing units until students already enrolled could be graduated. This stipulation was carried in each of the Army Appropriations Acts that followed until 1947 when, at long last, autonomy came to the Air Force.

Between wars the Air Service managed to squeeze out over 700 graduates from the ROTC program. The breakdown of these figures is shown in Table 2 which follows (40).

Autonomy for the Air Force

At this point it is considered necessary to outline the progress of the United States Air Force from infancy to maturity. With the coming of the airplane just a little over 50 years ago came a new fighting weapon. Under the forced draft of World War I, the airplanes' effectiveness and potentialities as a fighting weapon were clearly demonstrated. Now the organization within our nation, which was to develop with this new weapon, originated and grew, is covered in the pages following. It is intended that the relationship between the men

and machines be imbedded in the reader's mind.

Air Force antecedents. The first flights of a powered aircraft controlled by pilots were executed at Kitty Hawk, North Carolina, by Orville and Wilbur Wright on December 17, 1903 (34). Speculation as to the future possibilities of the flying machine ran heavily to its obvious communications aspects. Accordingly, August 1, 1907, the Chief Signal Officer of the Army established in his office an Aeronautical Division consisting of one officer and no airplanes (1). This Division was charged with studying the flying machine to determine whether or not it had any military potentialities.

On February 19, 1908, the Army Signal Corps signed a contract with the Wright Brothers for a flying machine. The contract specified that the flying machine must be capable of flying 40 miles per hour, must stay aloft at least one hour, and must carry two passengers (34). The first plane delivered under this contract crashed while being tested and Lt. T. E. Seldfridge of the U.S. Army was killed. Orville Wright, also on board the craft, escaped with injuries. By August 1909 a flying machine was delivered which met the specifications, was accepted by the Army, and became the first military aircraft.

With this new machine in their possession, the Army set about to train pilots and investigate the capabilities of military aviation. In January 1911, at San Francisco, live bombs were dropped from an aircraft (34). Perhaps at this point in the development of aircraft, the sensitive observer might have heard the distant thunder of the approaching storm of Air Power, and the entry of the world into the air-age.

Table 2. Production of Air ROTC commissions, 1921-1940

Year	Number of Units Conducting Air Program	Number of Students Enrolled in Air Program	Number of Commissions Granted
1921	6	620	0
1922	6	660	5
1923	6	770	51
1924	6	843	58
1925	6	797	61
1926	6	1005	80
1927	7	1139	104
1928	7	1168	91
1929	4	878	94
1930	4	766	62
1931	4	650	57
1932	3	115	43
1933	1	50	12
1934	1	22	7
1935	1	11	10
1936 to 1940	0	0	0

Aviation Section of the Signal Corps. On July 19, 1914, the Congress established an Aviation Section within the Army Signal Corps (34). The strength of this Aviation Section was limited to 60 officers and 260 men. The war drums were sounded in Europe and by 1916 the Chief Signal Officer asked authority to establish 10 Aero Squadrons. The first Aero Squadron arrived in France on September 1, 1917.

The Air Service. On May 20, 1918, Army Aeronautics was removed from the Signal Corps and placed under a Chief of Air Service (34). The department was called the Bureau of Military Aeronautics. Along with this bureau was established a Bureau of Aircraft Production also under the same Chief of Air Service.

By the time the Armistice was declared, American pilots had downed 755 enemy aircraft, while suffering a loss of only 357 American-flown planes. Captain Edward V. Rickenbacker was the leading American "Ace," being credited with destroying 21 enemy planes and four balloons (34). Although the fledgling Air Service exerted no significant influence on the outcome of World War I, many an Army officer returned from France with the realization that air power was a distinct possibility.

The Air Corps. The year 1926 was an important one for the Air Service. The Air Corps Act was passed and the Air Service was re-named the Air Corps. This act also inaugurated an expansion of the Corps to 1514 officers and 1800 airplanes. A 1936 amendment to this act further increased the aircraft authorization to 2300. This strength stood until 1939 when the war clouds were again on the horizon. A bill signed by the President in 1939 saw the authorization increased to 6000 airplanes, 3203 officers and 45,000 enlisted men, and provision was made to call

Air Corps reserve officers to active duty (34).

The Army Air Forces. The Army Air Forces was created on June 20, 1941 and expansion to 84 combat groups was contemplated. In the first flight of heavy bombers across the Western Pacific, B-17 aircraft began arriving in the Philippines. By December there were 35 B-17 planes in the Philippine Islands. The attacks executed by the Japanese on our air forces in the Pacific on December 7, 1941, reduced our striking force in the Far East to 16 B-17 aircraft (34).

With the strength of the forces expanded to 360,000 in 1942, the War Department reorganized and established the Army Air Forces, the Army Ground Forces, and the Services of Supply (later called Army Service Forces). The provision was also made that the General Staff of the War Department would include about 50 per cent Air Force officers.

The next three years saw the island war in the Pacific carried to the Japanese homeland. The war in Europe over, the Air Forces were deployed to the Pacific. In August 1945, a flight of B-29's left their Marianas base to deliver the first atomic bombs to the Japanese Islands. Here was the Air Force in all its terrible strength ending the war against Japan with a blaze of nuclear light.

The war over, demobilization began. A program initiated in an orderly fashion at once degenerated into hysteria. A force of over two million men suddenly disintegrated. Aircraft were destroyed and air bases were closed. Efforts to re-establish a modest Air Force saw a post-war goal of 502,000 airmen set.

The United States Air Force. The long years of growth and evolution were climaxed in 1947. In name, as well as in already-demonstrated fact, the Air Force won recognition as a service of military importance second to none. The National Security Act, approved by the President on July 26, 1947, (commonly called the "Merger" or "Unification Bill") separated the Air Force from the Army completely and raised the Air Force to co-equal status with the Army and the Navy (12).

CHAPTER II

THE USAF ROTC

Post-war rebirth

In 1946 the Army Air Forces re-entered the ROTC field. While this matter may seem to be correctly identified with the subject matter of a previous section, historically it does not fall into the same category.

The War Department Post-War Planning conference of 1944 was held to determine the status of the ROTC. These planners suggested that action be taken to re-establish the air program on the college campuses of the nation. Even though the restrictive feature of the Army appropriations acts was still on the books, the Assistant Chief of Staff, Army Air Forces, went ahead with a survey to determine the suitability of certain colleges and universities for establishment of an Air ROTC program. By the end of 1946, personnel were selected to prepare a program for Air ROTC to be effective as soon as the restrictions of the old Army Appropriations Act of 1933 could be eliminated. Headquarters Army Air Forces set up an office called the National Guard and Reserve Affairs Division. This office later became the Office of the Special Assistant for Reserve Forces. The organization of the office of the Secretary of the Air Force is shown in Figure 1 (10).

The restriction removed, War Department authorization resulted in the establishment of some 78 Air units at locations where the Army was operating. The next year, 1947, 18 additional units were established

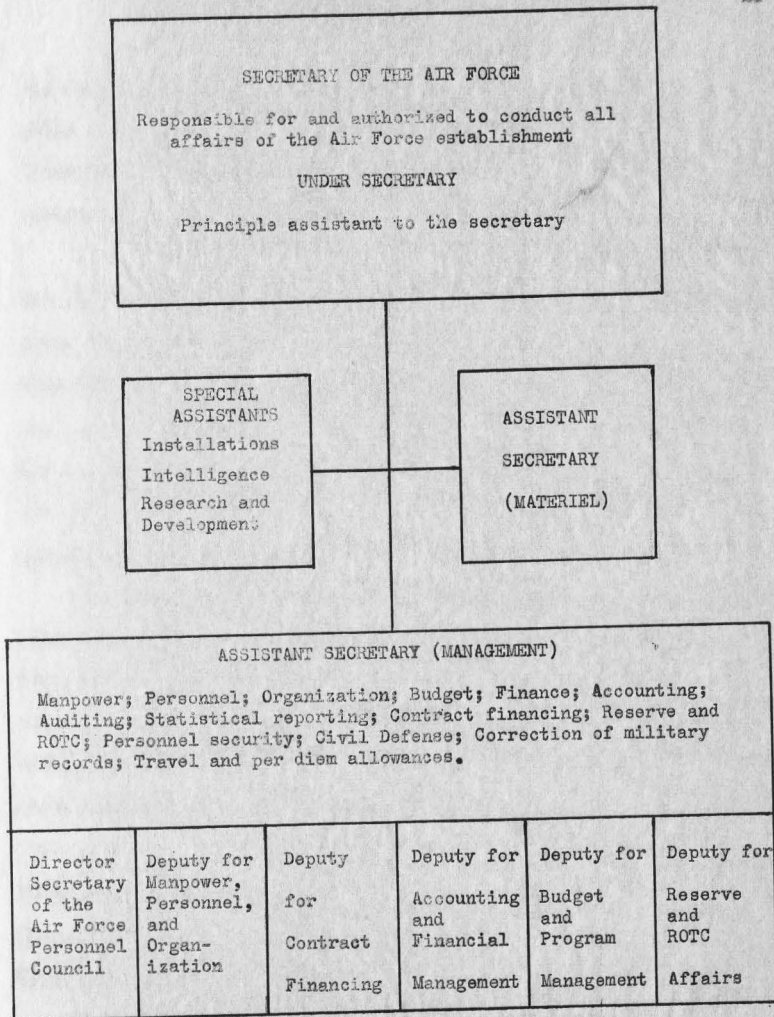


Figure 1. Organizational chart of the office of the Secretary of the Air Force, July 1954

and 1948 saw 14 more units in operation (41). Not all of the latter units were formed in conjunction with the Army. Until the National Security Act of 1947 became effective all Air units were under the jurisdiction of the War Department.

In May 1949, the Secretary of National Defense made applicable to the Air Force all authority under the National Security Act in Transfer Order No. 10, Bulletin No. 12, Department of the Air Force May 4, 1948. With this action the Air Force received co-equal status with the Army and the Navy. As of July 1, 1949 Air ROTC became an independent unit and its program for the first time was administered and controlled by Air officers.

Air Training Command responsibilities in the re-birth

The broad plans for the Air ROTC were delegated to the Air Training Command. With selection of the schools under way in 1946, Air Training Command organized and established an Air ROTC Indoctrination School for the training of officers and enlisted men in the functions, organization, operation and curriculum of Air ROTC. This school prepared the first officers to operate the units at the selected institutions. In 1947 the responsibility for training instructors for the program was transferred to the Air University Command which set up the indoctrination program at Craig Field, Alabama (now Craig Air Force Base).

Responsibility transferred to Continental Air Command

The post-war period found an Air Force struggling to get on its own feet. Many changes were to be made. In 1946 the responsibility for the Air ROTC was transferred to the Continental Air Command. It was felt by

the planners that Continental Air Command with its numbered Air Forces was geographically better situated to handle the program than was the Air Training Command. In addition, Secretary of the Air Force, W. Stuart Symington, has said that the primary purpose of the AFROTC program was to train college men to become officers for both Regular and Reserve components. Following this line of reasoning the Continental Air Command was selected because it was considered to be a Reserve Force activity. The fallacy of this thinking will be treated in the conclusion to this chapter.

Post-war expansion. In the fall of 1946, 78 institutions established Air units. This total increased to 96 in 1947; 110 in 1948, and 128 in 1949, at which time full operational control was assumed by the Air Force. There was a slight reduction to 125 units in 1950 and then an increase to 188 in 1951. The Korean conflict is credited with the sharp expansion of the program in 1950-1951. It was at this time that the Air Forces began to build toward the 95 wing force to be achieved in Fiscal Year 1952.

The Air University program

As the Air Force gained experience in the AFROTC and other educational programs, the unique features of the AFROTC and the obvious necessity for its complete integration with other programs of higher education became increasingly apparent. The Air University, the major Air Force command most directly associated with the educational field and officer education, was now felt to be the most logical agency to assume responsibility for coordinating and administering an educational enterprise of such proportions as the AFROTC. Consequently, the decision

to establish a separate headquarters, under Air University, to carry out the mission of the AFROTC was announced in 1952 (20).

The Commanding General, Air University, immediately directed establishment of a group to plan and prepare for accomplishment of the AFROTC mission.

This resulted in the activation of Headquarters, AFROTC, on August 1, 1952. This action signified a new milestone in AFROTC progress. For the first time in more than 30 years history, the AFROTC affairs were to be guided by a separate and distinct agency which has as its sole and complete responsibility the accomplishment of the AFROTC mission.

Mission of AFROTC

The program of AFROTC from 1946 to 1950 was conducted in accordance with the U. S. Army Reserve Officer Training program. On October 1, 1950, publication of Air Force Manual 45-2, titled, "Institutional Phase of Air Force Reserve Officers Training Corps Program," used these words to describe the mission of the program:

The mission of AFROTC is to develop in prospective college graduates the qualities of leadership and other attributes essential to their progressive advancement to positions of increasing responsibilities as commissioned officers, and to prepare them for immediate assignment to specific duties in the Regular Air Force, the Air National Guard, and the Air Force Reserve (7).

The concept at that time was to produce officers who would be able immediately upon graduation to assume specific duty assignments with a component of the U. S. Air Force. The results of this concept will be treated in another paragraph.

Changes in the above concept were evident long before the mission of the AFROTC program was officially changed by publication of Air Force

Regulation 45-48, dated April 16, 1954, titled "Air Force Reserve Officers Training Corps." The mission of APROTC in this regulation, is stated to be:

The mission of the APROTC is to select and prepare cadets through a permanent program of instruction at civilian institutions, to serve as officers in the Reserve and Regular components of the Air Force, and to assist in discharging, where necessary, any institutional obligations to offer military training (8).

A copy of this regulation, which outlines the entire APROTC program and is in effect at the writing of this study, is attached as Appendix D.

Administration

Six years after the re-birth of the program, the responsibility in Headquarters, U. S. Air Force was shifted to the office of the Deputy Chief of Staff, Personnel. The organization of this office is shown in Figure 2. Within the office of the Deputy Chief of Staff, Personnel, is the Director of Personnel Procurement and Training. This director is charged with the plans and policies for, and direction of the APROTC program. The organization of this office is shown in Figure 3 which follows.

The Air University Command, on assuming responsibility for the APROTC program, organized a separate Headquarters to perform the mission. Headquarters, APROTC outline their mission as follows.

The mission of Headquarters, APROTC is to plan, direct, supervise, and administer needs of the APROTC program in accordance with policies approved by Headquarters Air University and Headquarters U. S. Air Force (19).

The organization of Headquarters, APROTC is included in this study as Figure 4. A study of this figure shows the divisions within the headquarters and the relationship the headquarters has to the 206 APROTC

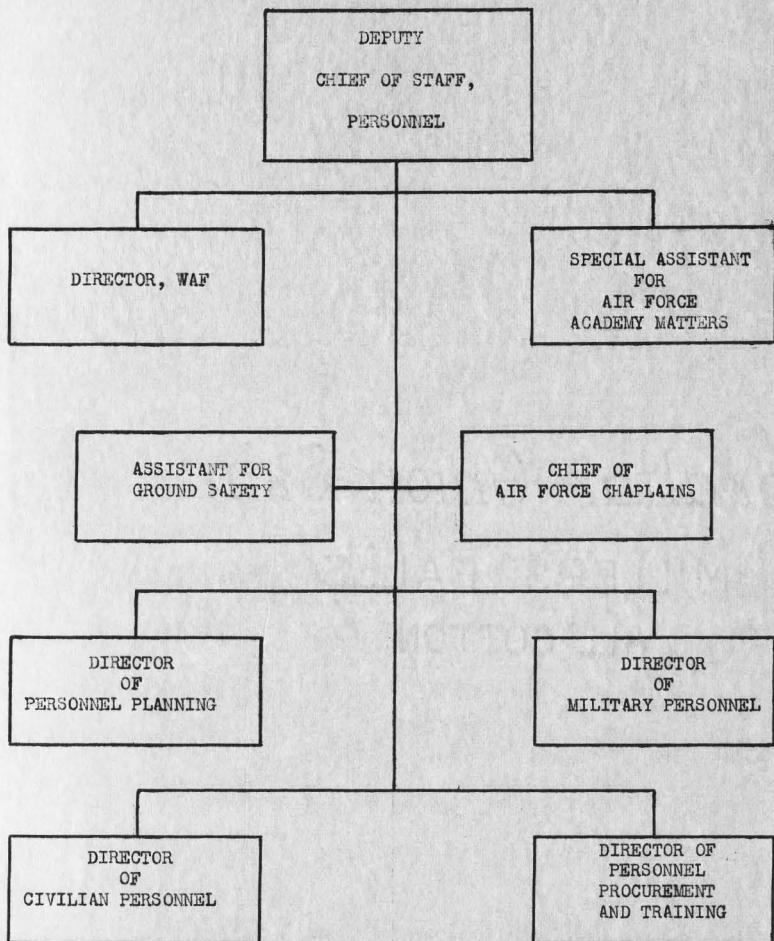


Figure 2. Organizational chart of the office of the Deputy Chief of Staff, Personnel, Headquarters USAF, August 1954

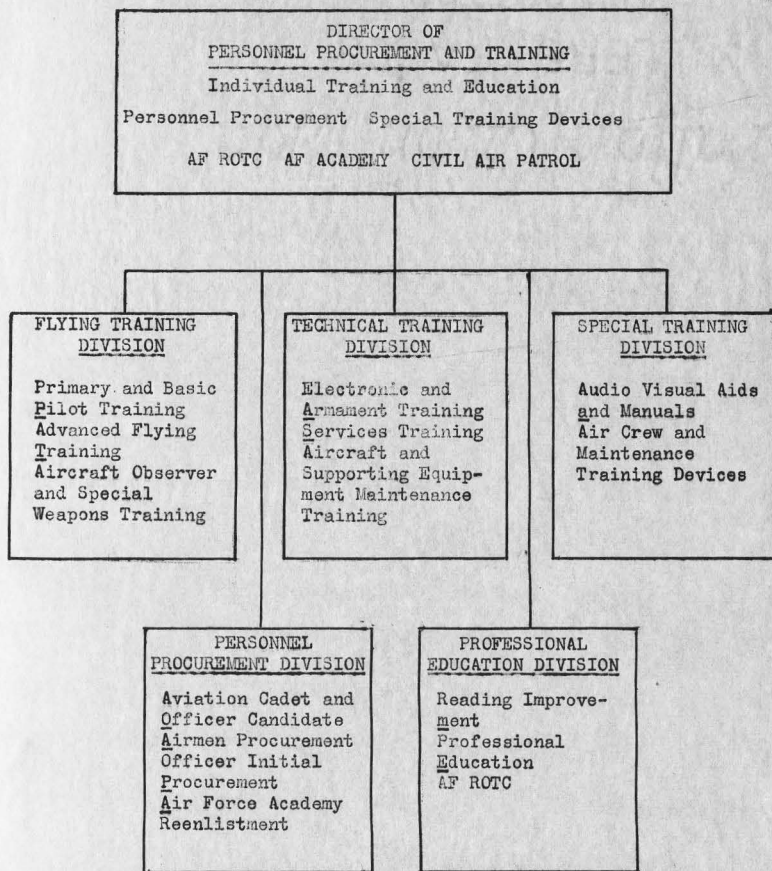


Figure 3. Organizational chart of the office of the Director of Personnel Procurement and Training, Headquarters USAF, July 1954

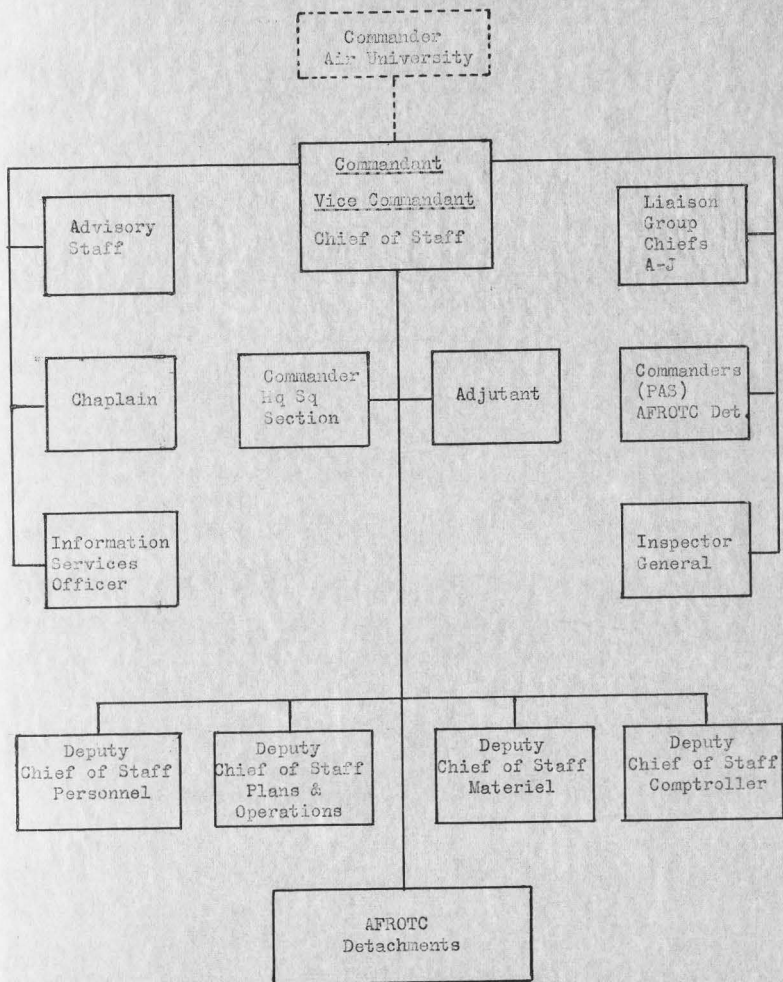


Figure 4. Organizational chart of Headquarters AFROTC, Montgomery, Alabama, May 1955

units (see Appendix B). The 206 AFROTC units are divided into 188 Detachments and 18 sub-units. A sub-unit is that portion of a standard unit located at a subdivision of an institution which is physically separated from the parent campus. The 188 degree-granting institutions and the 18 branch or affiliate campuses are located in 46 states (Delaware and Nevada did not have a unit), and the territories of Hawaii and Puerto Rico (15). To provide close coordination of this large number of AFROTC units from a single headquarters, the United States has been divided into 10 areas with approximately 18 units in each of the areas (5). Within the headquarters are 10 teams of officers identified on Figure 4 as Liaison Groups A-J. These teams are responsible for becoming familiar with the college and university officials and with the military instructors in each of the 18 colleges and universities under their jurisdiction. They make frequent visits to these institutions for the purpose of helping them with the many problems that arise in operating the program. A directory of the AFROTC units is attached as Appendix B.

Detachment organization

Each of the Detachments is under the administration and direct supervision of the Professor of Air Science (formerly Professor of Air Science and Tactics). The Professor of Air Science is given the rank of full professor and serves as the head of the department of Air Science. All other officers assigned are given the rank of Assistant Professor, except the head of a sub-unit and he is rated as an Associate Professor (22). Airmen assigned to the units are usually selected from the personnel, administration, or supply career fields and perform routine duties within these fields. Figure 5 shows the organization of

the detachments within the framework of the institution. Selection, procurement, and training of detachment personnel is discussed in a separate section.

Specialization versus generalization

The APROTC course of study was, until 1953, a specialized program. In accordance with the mission of APROTC at that time, a cadet was selected to enter one of several options of training consistent with his academic program. While completing his college academic program he could take specialized training, according to Air Force purpose, in one of the following option areas:

- Communications
- Armament
- Aircraft Maintenance Engineering
- Administration and Logistics
- Air Installations
- Comptrollership
- Flight Operations
- General Technical

Following graduation and commissioning, he could enter active duty and proceed straight to a job in the Air Force for which he had just received two years of specialized training. The majority of students trained under this curriculum were of the scientific and technical type which was then determined to be the primary Air Force personnel requirement in developing the new Air Force in the jet-age. The Aviation Cadet program was charged with procuring the majority of pilot trainees.

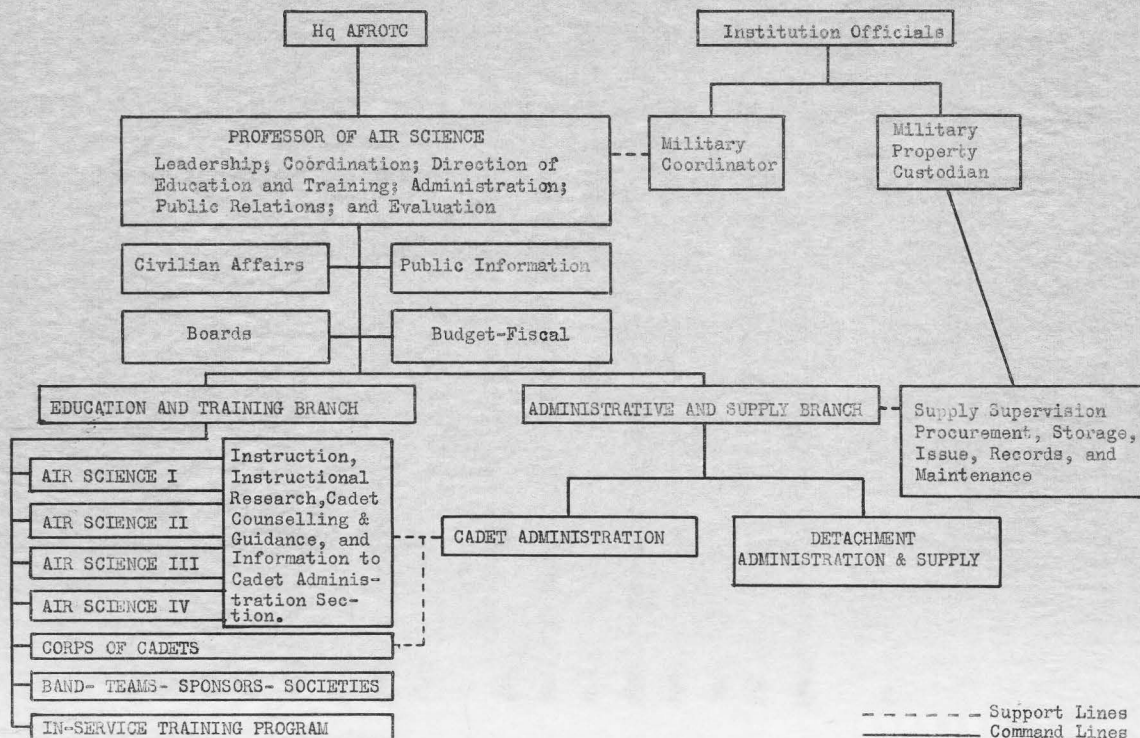


Figure 5. Organizational chart of the AFROTC detachment within the institution, August 1953

By 1952 it was determined that the specialized option curriculum was failing (16). It was found that a young man could not be trained fully in the many attributes required of an officer and also complete a specialized course in the 480 academic hours allowed for AFROTC training during the four-year college course. Specialized training, if required, could be provided more effectively and economically by Air Force schools after graduation. Therefore, from the specialized option curriculum it was found that the Air Force was getting neither a qualified officer nor an effective specialist.

Both the U. S. Military and Naval Academies were operating on the principle that it was necessary first of all, to produce an officer through generalized military training. Following a survey by a committee which prepared the Eisenhower-Sterns report, the decision to adopt a generalized curriculum was made (20). It was also brought to light at this time that of those graduating under the specialized option curriculum only 12 per cent were applying for flying duty. With a growing Air Force, the aviation cadet program could not provide enough flying personnel to meet the needs of the active duty establishment (28).

Four important decisions were made as a result of these findings. As included in a letter to all Professors of Air Science, they are:

1. The AFROTC program is expected to be the primary source of rated officers for the Air Force.
2. A new generalized curriculum was directed for the AFROTC program with objectives of providing military education of the general nature in replacement of the specialized options.
3. Skill training was to be accomplished in regular Air Force Training establishments when the AFROTC graduate entered on active duty.

4. Selection criteria must be invoked upon those cadets entering the advanced course to insure their qualification for skill training requirements after graduation. Further, intention to apply for skill training should be made upon entry into the advanced program (16).

Development of the curriculum

As early as January 1952, Headquarters, USAF directed the Air University to develop a generalized curriculum for APROTC. In their letter directive they presented the curriculum criteria and outlined general and specific objectives. This directive also included the mission of APROTC which has previously been covered in this study. To accomplish the task, the Air University formed a Curriculum Planning Group. This group was later transferred to the newly organized Headquarters, APROTC.

Three separate review panels were asked to study the curriculum as proposed by the Curriculum Planning Group. The first panel to review the curriculum was a committee selected from the Air University Board of Visitors, which is a board responsible to and appointed by the Chief of Staff, USAF. This committee was made up of Dr. Arthur Adams, President, American Council on Education; Dr. Blake Van Leer, President, Georgia Institute of Technology; and St. Reverend John Cavanaugh, then president, University of Notre Dame (17).

The second committee was made up of educators and administrators from schools having APROTC units, plus military personnel from Continental Air Command. The 21 college and university personnel were: Dr. R. S. Johnson, University of Florida; Reverend Lawrence Walsh, Fordham University; Dr. G. D. Shallenberger, Montana State University; Dr. Joseph A. Riehl,

Southwestern Louisiana Institute; Dr. Edward Blewett, University of New Hampshire; Dr. Ralph E. Dunford, University of Tennessee; Dr. Roy Langford, Kansas State College; Dr. John E. Lawson, University of Denver; Dr. Shannon McCune, Colgate University; Dr. Jan O. M. Broek, University of Minnesota; Dr. Edward B. Gant, University of Connecticut; Dr. Arthur Howe, Yale University; Dr. R. E. Henke, Rensselaer Polytechnic Institute; Dr. W. A. Knapp, Purdue University; Dr. M. C. Huntley, Alabama Polytechnic Institute; Dr. Nicholas Rose, Stevens Institute of Technology; Dr. R. C. Ernat, University of Louisville; Mr. Kenneth R. Vickery, Clemson College; Dr. William Duren, Tulane University; Dr. Charles S. Davis, Florida State University; and Dr. B. Lloyd Wills, University of North Dakota (17).

The third committee was made up of two representatives from each of the major air commands within the Continental Air Command.

From these three committees came major and minor changes which were incorporated into the proposed course of study before it was submitted to USAF for final approval. On June 9, 1952, USAF approved the proposal and directed its implementation in the AFROTC program in September, 1953 (17). The course of study, with minor changes, is in effect in mid-1955 and is outlined in full in Figure 6 (24).

The problem of textbooks

The problem of writing 32 textbooks, having them visualized, printed, and in the hands of the instructors by mid-1953 was then undertaken by the Curriculum Planning Committee. This was a terrific task and in the final analysis there appeared to be three alternatives. Headquarters AFROTC explains the situation in these words:

One was to have a commercial concern produce the entire series of texts on a contract basis. This course of action was discarded since none of the organizations contacted maintained an adequate staff to complete the task in a completely satisfactory manner in the limited time available. It was also concluded that there was no assurance that the commercial organizations could develop the Air Force point of view in the required texts. The second possibility was to assign key Air University officers from the Air War college and Air Command and Staff School the responsibility of developing certain textbooks in the area of their specialization. This solution was also turned down because the individuals concerned could not be relieved of their prior assignments to devote their full time and attention to the project. The third alternative was to order AFROTC instructors to this Headquarters on temporary duty to accomplish the research and necessary writing with the use of Air University area specialists as consultants. This plan was adopted (17).

The manuscripts for the new generalized curriculum were completed, and the plan included a review by special committees appointed by Air University. These committees were to review each manuscript for accuracy of content and conformance with Air Force policy and doctrine. Review committees were also appointed by the National professional associations of Geography, Communications, and Political Science. These committees reviewed the manuscript prepared in their respective areas for conformance to the association's standards, and revisions were made to incorporate their recommendations. Members of these committees were: (17)

Association of American Geographers

Dr. Trevor Lloyd, Dartmouth College
 Dr. John A. Morrison, U. of Wisconsin
 Dr. Benjamin E. Thomas, U. of California
 Dr. Han C. H. Brook, U. of Minnesota
 Dr. Shannon McCune, Colgate University

The National Society for the Study of Communications

Dr. Elwood Murray, U. of Denver
 Dr. Paul Bagwell, Michigan State
 Dr. John Beltner, U. of Oklahoma

The American Political Science Association

Dr. Kenneth W. Mechler, Associate Director of the Association
 Dr. Robert S. Rankin, Duke University
 Dr. Rowland Egger, University of Virginia

Throughout the writing phase, the visualization staff worked closely with the writers and editors. Advance copies, without illustrations, were provided to each detachment as a measure of assistance to instructors. A schedule was set up for delivery dates of the various texts to the detachments and the voluminous task was in motion. Not all text books were in the hands of the students when actual instruction began during the school year 1953-54 and there were delays in completion and distribution of the Air Science IV textbooks the following year.

Because the generalized curriculum presents a new concept of military education and in order to afford an opportunity for constructive criticism, all the textbooks were published in provisional form, one for each subject area. A program was immediately started to revise and improve these texts based upon cumulative study and classroom experience of the instructors, students, and interested institutional and professional associated people. When satisfaction is registered for the revised product the texts will be published in eight permanent volumes, one for each semester. A summary of instructional material in use in the program is attached as Appendix C (25).

Course of study

The four year APROTC course is divided into the basic and advanced

courses. Each is of two years duration. The complete course of study is included in this study as Figure 6.

Basic course. The basic course consists of two hours per week of classroom instruction and one hour of leadership laboratory (See Figure 6). The basic course serves as a base from which to select advanced course cadets who will become junior officers in the Air Force and it also provides an opportunity to offer air-age citizenship training to a large segment of the male undergraduate population of the colleges and universities of the nation.

Advanced course. In the advanced course, the student attends APROTC instruction five hours per week, of which one hour is devoted to leadership training. The advanced course, taken during the junior and senior years, was designed to provide training in Air Force Officer development (See Figure 6).

Summer training units. Normally advanced course students attend a summer training unit between the junior and senior years (9). This program of four to six weeks duration is conducted at the various Air Force Bases. This training period provides an opportunity for the student to apply his classroom learning, and serves to introduce him to the Air Force environment and familiarize him with the functions and activities of the base in support of air operations. It also serves as a stimulus for flying interest. Figure 6 shows the various phases of the Summer Training Unit program.

The 1955 instructor's handbook for APROTC summer training presents a challenge to supervisory personnel which describes the importance and

Basic Courses: Air Age Citizenship Education

Freshman Air Science I The Airplane and the Air Age	Introduction to AFOTC 4	Introduction to Aviation 16	Fundamentals of Global Geography 10	International Tensions and Security Or- ganizations 15	Military Instrument of National Security 15			60	
Leadership Laboratory-Basic Military Training									30 90
Sophomore Air Science II Elements and Potentials of Air Power	Careers in the USAF 6	Moral Respon- sibilities of Air Force Leaders 1	Introduction to Aerial Warfare 3	Targets 6	Weapons 14	Aircraft 10	Bases 6	Opera- tions 14	60
Leadership Laboratory-Cadet Non-Commissioned Officer Training									30 90

Advanced Courses: Air Force Officer Development

Junior Air Science III The Air Force Officer in the Air Age	Introduction to Advanced AFOTC 2	Air Force Commander and his Staff 8	Creative Problem Solving 20	Communi- cating in the Air Force 25	Instruct- ing in the Air Force 10	Military Justice System 15	Air Naviga- tion and Weather 30	AF Base Func- tions 10	150
Leadership Laboratory									30 0
Summer Training Unit	Processing and Orientation 16	Weapons and Marksman- ship 9	Chaplain's Orientation 1	Officer Orientation 8	Organization and Functions of an Air Force Base 10	Aircrew and Aircraft Indoctrination 58			102
	Physical Training								20
	Military Fundamentals								58
	STU Commander's Time and Free Time								14 9 4
Senior Air Science IV Leadership and Air Power Concepts	Career Guidance 4	Moral Respon- sibilities of Air Force Leaders 1	Leadership and Management Seminar 40	Aviation and Evolution of Warfare 20	Military Aspects of World Political Geography 45	Briefing for Commissioned Service 10			120 150
Leadership Laboratory									30 0

Figure 6. AFOTC course of study for the academic year 1954-1955 (Numerals indicate hours)

philosophy of this phase of training in these words:

The Summer Training Unit Commander carries a responsibility for the future effectiveness of the United States Air Force, the AFROTC cadet is the future Air Force leader and your planning and administration of Summer Training activities will affect the cadet at a most impressionable time of his life. He has looked forward to this summer training with anticipation--it is his first opportunity to be an active Air Force member. Lasting impressions obtained at the Summer Training Unit will create not only good will for the Air Force but will encourage this select group of young college men to become career Air Force officers.

The summer training must be one so stimulating and realistic that it fires the cadet's enthusiasm and causes him to feel he is already part of the proud organization he has known only vicariously. The opportunity for you to achieve results is inherent in the summer training program. For a short period of time, the cadets will live on the Air Force base, participate in everyday base operations and work with Air Force personnel. They will learn, firsthand, about aircraft and supporting activities, talk shop with experienced officers and airmen, and absorb the Air Force spirit (26).

One of the more important phases of the summer training unit is the orientation flying program. During the 1955 Summer Training Unit phase of the program, each cadet is scheduled to receive nine hours of flying time, including both jet and piston-engined aircraft. As part of the orientation flying program, selected cadets will be transported to Eglin Air Force Base, Florida, to the Fire Power Demonstration. This demonstration includes firing of the latest types of weapons, both air and ground, and gives the observer an insight into the capabilities of the nation's air-arm (26).

Selection, procurement and training of detachment personnel

The area of procurement of instructor personnel for the AFROTC program has been one of continuing difficulty (36). Performance of duties as an Air Force ROTC instructor is a normal military assignment

and as a result, personnel are rotated after a prescribed period. The tour of duty now stands at three years, having been reduced from four years in 1953. This policy set down by Headquarters, USAF has been the subject of much criticism. A study at Colgate University sums up the problems as follows:

Whatever teaching deficiencies exist in the AFROTC staff might be traced in part to a shortage of trained personnel induced by the military's rotation policy and the inability to recruit teachers of experience (30).

The average educational level of Air Force officers is below that of the other services. About 43.7 per cent of the officers of the Air Force have four or more years of college. This compares with 56 per cent for the Army and 59.8 per cent for the Navy. In the Air Force 68.9 per cent of the Regular non-rated officers have degrees. The lowest group are the non-regular rated group with 22.7 per cent having four years or more (3). These facts coupled with the mandatory and desired qualifications listed above further reduces the potential supply of AFROTC instructors.

Warrant officers have served their country well as assistant professors of air science but publication of Air Force Manual 35-11, dated January 1, 1955, deleted the requirement for this category of personnel in the program. This action is questionable in light of the fact that insufficient volunteers are available to man the program in 1955-56 and Headquarters USAF finds it necessary to "draft" qualified officers to fill the vacancies, while at the same time warrant officers with more than the minimum educational qualifications are not acceptable to the program because of the fact that they are warrant officers.

The authorities of colleges and universities, in all cases, are afforded the opportunity to pass on the qualifications of Air Force officers proposed for assignment to their institution and to veto such assignment if they see fit. These authorities also have the right to demand the relief from assignment of any officer assigned.

Either the professor of air science or the senior assistant professor of air science assigned to each institution will be a rated officer on flying status. Normally, one-half of the officers assigned to each institution will be rated and on flying status.

Specific qualifications for personnel. For assignment as professor of air science, an officer must:

- (1) Be a member of the Regular Air Force or Reserve of the Air Force. Members of the Reserve components of the Air Force must be serving in an indefinite appointment as a Reserve of the Air Force and must have a minimum of four years of remaining service at the time application is submitted.
- (2) Be rated or non-rated (rated officers with combat and command experience preferred).
- (3) Be of field grade (mandatory).
- (4) Be a college graduate (mandatory).
- (5) Be at least 30 years of age.
- (6) Have at least 10 years of active commissioned service (11).

For assignment as assistant professor of air science the qualifications are similar to the above except that only two years of formal college education are required, the age is lowered to 24, company grade officers are acceptable, and only three years of active commissioned service are essential.

Airmen are utilized in the AFROTC program in the supply, administrative, personnel, and educational fields. Airmen are not assigned primary duties as instructors; however, they may be utilized as assistants to officer instructors. Qualifications for airmen are listed

Air Force Manual 35-11 as follows:

- (1) Be on active duty.
- (2) Be in pay grade E-5 or higher.
- (3) Be a high school graduate (two or more years of college desired).
- (4) Have a character and efficiency rating of at least excellent.
- (5) Have a foreign service selection date not earlier than 30 months prior to date of application (11).

Training. Instructors are normally sent to Maxwell Air Force Base, Alabama, to attend the Academic Instructors Course before they are assigned to actual instruction duties or not later than their first summer on ROTC duty. This course of six weeks duration prepares officers for duty as instructors. Instruction includes: principles of learning, philosophy of military education in the Air Force, educational psychology, practice in effective oral expression, planning and preparation of instruction, and evaluation procedures and techniques. Dr. A. John Barthy, coordinator of military programs, Stanford University, speaking to the sub-area conference of professors of air science at Stanford University, January 4, 5, and 6, 1955 made these comments:

...in connection with the advertising of your own program in the university--I don't believe the university itself actually appreciates the thoroughness and the high level of the curriculum which you gentlemen are really offering...For instance, no university trains instructors the way you do (4).

CHAPTER III

FACTORS AFFECTING OFFICER PRODUCTION

Attrition of cadets in the program

Students who complete the basic course are not automatically continued in the advanced course. They must elect and be selected to do so, with a substantial proportion of those desiring to continue not being selected. Selection is based on several factors, among them being academic record, physical status, results of a qualifying test, and selection by a board of officers which considers the character and attitude of the student.

A study of the factors affecting officer procurement at the University of Alabama very adequately presents the attrition picture of cadets in the basic program.

A number of factors limit the output of graduates who meet the personnel needs of the United States Air Force. Attrition, due to a number of reasons, accounts for approximately 45 out of every 100 students who enter the basic courses of instruction. Of the students who finish the basic course of instruction only about 70 per cent are interested in the advanced course and express a desire to apply for air crew training. Thus, between program attrition, and lack of interest at the end of the basic course, approximately 40 of the original group of one hundred students will be initially considered for the advanced course.

This study has shown that about 50 per cent of the sophomore students who have an academic average of "C" or above can be expected to achieve on the Air Force Officer Qualification Test the minimum acceptable stanine score of four or above in Pilot Aptitude. Further, approximately 85 per cent who have the necessary "C" academic average can be expected to achieve the minimum score of three or above on the Observer-Technical Aptitude Test. The study has shown that for projection purposes it can be assumed that in the neighborhood of 75 per cent of the sophomore students who have the required

academic average of "C" or above, will be eligible for air crew training by having achieved the minimum stanine scores on either the Pilot Aptitude or Observer-Technical Aptitude Test. Thus, at the end of the sophomore year approximately 30 of the original group of 100 students who entered the basic course will remain for further consideration for entrance into the advanced course. Of this academically and mentally qualified group, failure of the student to pass the required physical examination for flight training will eliminate roughly 45 per cent of the group who are otherwise acceptable for entrance into the advanced course. The study has shown at this point approximately 17 students from the original group of 100 will continue in the advanced program. Two more men will be dropped by the Staff Officer Selection Board before which all applicants appear, on grounds of substandard appearance and conduct before the selection board, and through lack of officer characteristics as evidenced by the leadership rating system. On the basis of this study, it is predicted that approximately 15 students out of every 100 who enter the basic course will ultimately meet the requirements for the advanced course for potential air crew trainees. To this number will be added those technically qualified individuals who can be selected in accordance with the limited quotas for technical or other highly qualified students (14).

This study is felt to be indicative of the entire AFROTC program. An Air Force Advisory Group meeting at Headquarters USAF January 10, 1955, to establish the criteria for identifying non-productive AFROTC units, utilized the experience factor that it is necessary to enter 36 physically and mentally qualified students who desire flight training to produce 25 qualified graduates (23).

The Alabama study sums up the situation of the advanced course as follows:

Of the students who enter the advanced course, this study has indicated that in the past approximately 20 per cent do not receive their reserve commissions. About five per cent of the advanced students have been found physically disqualified for commissioning at summer camp. This cause of attrition at the end of the first year of the advanced course will probably be rectified in the future as the quality of the initial entrance physical examination improves. Still another group of approximately five per cent do not return to school even though they are within one, two, or three semesters of

receiving their degrees. An additional five per cent of the advanced students are discharged from the course because of low academic grades, which preclude their continuance in the program. Further attrition is due to such factors as: discharge due to indifference to training, release to enter medical school and transfer to another institution (14).

Relationship of AFROTC output to USAF goals

The objective of the AFROTC program has always been related to the officer requirements of the reserve force as a potential mobilization resource. It has been necessary during time of war and other periods of mobilization or partial mobilization to utilize the entire production from ROTC to meet the requirements of the active force. The officer procurement objective from the Air Force ROTC has been expanded and contracted many times in the post-World War II period. In 1946 the objective was 8,000 commissioned graduates. This jumped to 11,300 in 1950 and in 1951 the goal was set at 27,550. In March, 1953, the objective was lowered to 19,000 and this figure was cut to 8,000 after the Korean conflict ceased to be a factor. In August 1953 the level of 8,000 was determined to be related to the active duty requirement of the 120-wing Air Force (41).

The sharp expansion of 1950-51 was planned to achieve several important objectives. It was at this time that the Air Force goal of 95 wings for 1952 was planned. It was determined that the officer strength associated with this enlarged active force and with the reserve force necessary to back up the active force, would require this expanded program. A significant portion of the expanded force was in the area of flying skills. The expansion of the AFROTC resource was considered essential to provide the broad geographical and population coverage for

procurement of qualified volunteers for flying training. Younger men and college trained men were considered essential to vitalize the reserve force.

A short time after this the Air Force was authorized a force structure of 143 wings to be achieved by the end of Fiscal Year 1954. This goal was later extended to Fiscal Year 1955 but the personnel strength requirement remained firm.

On April 7, 1952, the policy was announced by the Department of Defense that all non-prior service ROTC graduates would be required to serve on active duty for the minimum period of two years required of all draft eligibles (41). This action necessitated an immediate reevaluation of the entire APROTC program. The following goals were established:

- (1) 19,000 graduates in 1955 and 1956
- (2) Level off at 13,500 graduates by 1960
- (3) 60 per cent flying officers at the 19,000 level
- (4) 85 per cent flying officers at the 13,500 level (41).

Shortly after the reduced program had been put into effect the Air Force was advised that its force structure would be cut from 143 wings to 120 wings and the date for this goal would be Fiscal Year 1956. This action further aggravated an already tense situation (41).

This expansion and contraction produced approximately 5,000 surplus graduates in the 1954 APROTC class. Some 400 of the surplus elected to enlist as airman, first class, in the Air Force for a period of two years after which they would receive a reserve commission as a second lieutenant.

On graduation they were awarded certificates of completion. Another 3,500 of the surplus accepted Air National Guard commissions. The remaining 1,000 graduates declined either of the above alternatives and elected to await the draft (2).

Following reorientation of its ROTC program in 1953, the Air Force exercised close control over number and qualifications of cadets accepted for the advanced course. To prevent an overage of graduates, enrollment in the advanced course at the beginning of the 1953-54 academic year was limited to cadets who agreed to fly and a greatly reduced number of non-flying applicants (21). For this reason, the advanced course cadets initially qualifying for appointment as second lieutenants during the period May 1, 1955 through April 30, 1956 will be tendered commissions and for the most part called to active duty in the Air Force during 1956 Fiscal Year. The production of officers from the AFROTC program is now geared directly to active duty requirements at the time of graduation (2).

Summary

Seven colleges and universities participated in the first Air ROTC program. Budgetary limitations, in part brought about by failure of the program to produce applicants for flying training, required their disestablishment, the last being discontinued in 1935.

In 1946 the Army Air Forces re-entered the ROTC field, activating air units at 78 institutions. From this modest post-war beginning, the Air Force ROTC has grown rapidly to its present size.

With this reactivation of Air Force ROTC, a program of Air Force education was undertaken which taught generalized subjects for the first

two years and specialized subjects the last two years of college. This program was adopted in anticipation of a requirement for instantaneous mobilization to meet any emergency. It was designed to prepare AFROTC graduates for immediate assignment to active duty in case the need arose.

Under this program it was necessary for a cadet to complete the 480 academic hours allowed for Air Force ROTC training along with his four-year college program. He was expected to be trained in the many attributes required of an officer and be prepared for immediate assignment to an Air Force job in accordance with his specialization. It was found that this type of program was not practical. Specialized training could be provided more effectively and economically by Air Force schools after the cadet's graduation. Therefore, a new and generalized four-year AFROTC course of study was developed and introduced in 1953.

The generalized curriculum will provide the Air Force with an ROTC graduate who will possess the uniformly high level of military understanding and knowledge required to provide its junior officers with high growth potentials. This background, coupled with the wide variety of civilian educational subjects, will allow the Air Force to assign each officer to those duties most closely associated with his academic field, and thus insure adherence to the most effective and economical officer assignment program possible.

In planning for the future Air Force it has been determined that the prototype, or the majority of Air Force officers should possess

A college education

An education for military responsibility

Flying skill

The AFROTC program, in selecting, educating, and motivating cadets to be junior officers of the Air Force and eventually its leaders, accomplishes or prepares for these prerequisites.

Some implications and recommendations

Today the AFROTC constitutes the largest single source of junior Air Force officers. Some of these junior officers are, in fact, the Air Force leaders of 10 to 15 years in the future. How well the AFROTC program selects, educates and motivates its cadets now, will determine the effectiveness of the Air Force at the future date.

From its very humble beginning, the ROTC program has been confronted with a name which does not fit the mission. By definition it is wrong. The ROTC has never been a reserve officers activity. It trains college men who are not technically members of the military establishment. Minor as this point may seem, the consequences have been many. Early in the post-World War II period the program was assigned to a "Reserve Forces" command. Following the same line of reasoning, the activities were directed by an office in Headquarters, USAF which was primarily concerned with "Reserves." It was not until after six years of operation that the program was assigned to the Personnel Procurement section of the USAF and to the Air University Command where it logically belongs. It seems fit, at this time, that a new name for this program is in order.

The basic course of the program provides a much-needed phase of citizenship, especially to the student who does not elect or is not selected for continuation of the program. A college student graduating into today's air-age must receive formal instruction on all aspects of air power to fully appreciate its importance as a means of preserving the

security of the nation. Only through an enlightened and informed citizenry can air power be recognized with its true potential. Our nation has been slow to adopt a national air policy. It must not be slow to teach its citizens the full potential of air power. The AFROTC basic course provides an air-age citizenship course to college students so that they may be in a position, as citizens, to intelligently assess military force and the role of air power. It is an obligation of citizenship to each to understand the basic military strategy and the composition of the forces upon which the security of the nation rests. The AFROTC program provides this air-age citizenship course. The qualities of an Air Force officer and leader are essentially the same as those required of any good citizen of this country.

The dynamics of national and international affairs have caused the leaders of our nation to make changes in national policies which appreciably alter the concept under which the Air Force ROTC was established. The AFROTC program has been reorientated toward the selection, education, and motivation of officers with the highest possible officer and professional qualities for active duty with the Air Force. These officers must, for the most part, be fully qualified for, and desirous of, acquiring an aeronautical rating after they are commissioned. In order to effectively utilize these new officers, it has become necessary to closely relate the numbers and types of officers produced from the Air Force ROTC program to the numbers and types of officers required on active duty. It is to be expected that this condition will continue through the foreseeable future.

Tomorrow's Air Force leaders are today's students in AFROTC.

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APPENDICES

APPENDIX A

Public Law No. 242, Sixty-sixth Congress

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, that the Act entitled "An Act for making further and more effectual provision for the National Defense, and for other purposes," approved June 3, 1916, be amended as follows: (Public Law No. 242, 66th Congress, 2nd Session, 1920. Approved June 4, 1920)

Extract

Section 33. That said Act be, and the same is hereby, amended by striking out sections 40, 41, 42, 43, 45 and 46 and inserting the following in lieu thereof:

"Sec. 40. Reserve Officers Training Corps--

Organization. The President is hereby authorized to establish and maintain in civil educational institutions a Reserve Officers Training Corps, one or more units in number, which shall consist of a senior division organized at universities and colleges granting degrees, including State Universities and those State institutions that are required to provide instruction in military tactics under the Act of Congress of July 2, 1862, donating lands for the establishment of colleges where leading object shall be practical instruction in agriculture and the mechanic arts, including military tactics, and at those essentially military schools not conferring academic degrees, specially designated by the Secretary of War as qualified, and a junior division organized at all other public and private educational institutions, and each in

such number and such strength as the President may prescribe. Provided, that no such unit shall be established or maintained at any institution until an officer of the Regular Army shall have been detailed as professor of military science and tactics, nor until such institution shall maintain under military instruction at least 100 physically fit male students, except that in the case of units other than infantry, cavalry or artillery, the minimum number shall be 50; provided further, that except at State institutions described in this section, no unit shall be established or maintained in an educational institution until the authorities of the same agree to establish a two-year elective or compulsory course of military training as a minimum for its physically fit male students, which course, when entered upon by any student, shall, as regards such students, be a prerequisite for graduation unless he is relieved of this obligation by regulations to be prescribed by the Secretary of War.

"Sec. 40a. Reserve Officers Training Corps Courses--

The Secretary of War is hereby authorized to prescribe standard courses of theoretical and practical military training for units of the Reserve Officers Training Corps, and no such unit of such corps shall be organized or maintained at any educational institution the authorities of which fail or neglect to adopt into their curriculum the prescribed courses of military training or to devote at least an average of three hours per week per academic year to such military training, except as provided in section 47c of this Act.

"Sec. 40b. Personnel for duty with Reserve Officers Training Corps--
The President is hereby authorized to detail such numbers of officers, warrant officers, and enlisted men of the Regular Army, either active or retired, as may be necessary for duty as professors of military science and tactics, assistant professors of military science and tactics, and military instructors at educational institutions where one or more units of the Reserve Officers Training Corps are maintained. In time of peace retired officers, retired warrant officers, or retired enlisted men shall not be detailed under the provisions of this section without their consent, and no officer on the active list shall be detailed for recruiting service for duty at a school or college, not including schools of the service, where officers on the retired list can be secured who are competent for such duty. Hereafter retired officers below the grade of brigadier general and retired warrant officers and enlisted men shall where on active duty receive full pay and allowances."

Section 34. That said Act be, and the same is hereby, amended by striking out sections 47, 48, 49, 50, 51, 52, 53, and 54 and inserting the following in lieu thereof:

"Sec. 47. Supplies for Reserve Officers Training Corps
The Secretary of War, under such regulations as he may prescribe, is hereby authorized to issue to institutions at which one or more units of the Reserve Officers Training Corps are maintained such public animals, transportation, arms ammunition, supplies, equipment, and uniforms belonging to the United States as he may deem necessary and to forage at the expense of the United States public animals so issued, to pay commutation in lieu of uniforms at the rate to be fixed annually by

the Secretary of War, and to authorize such expenditure from Army appropriations as he may deem necessary for the efficient maintenance of the Reserve Officers Training Corps. He shall require for each institution to which property of the United States is issued a bond in the value of the property issued for the care and safekeeping thereof, except for uniforms, expendable articles, and supplies expended in operation, maintenance, and instruction, and for its return when required.

"Sec. 47a. Reserve Officers Training Corps Camps

The Secretary of War is hereby authorized to maintain camps for the further practical instruction of the member of the Reserve Officers Training Corps, no such camps to be maintained for a longer period than six weeks in any one year, except in time of actual or threatened hostilities; to transport members of such corps to and from such camps at the expense of the United States so far as appropriations will permit, to subsist them at the expense of the United States while traveling to and from such camps and while remaining therein so far as appropriations will permit, or in lieu of transporting them to and from such camps and subsisting them while enroute, to pay them travel allowances at the rate of five cents per mile for the distance by the shortest usually traveled route from the places from which they are authorized to proceed to the camp and for the return journey in advance of the actual performance of the same and to furnish medical attendance and supplies; to use the troops of the Regular Army, and such Government property as he may deem necessary, for the military training of such corps while in attendance at such camps; and to prescribe for the government of such camps.

"Sec. 47b. Appointment of Graduates of Reserve Officers Training Corps as reserve officers--The President alone, under such regulations as he may prescribe, is hereby authorized to appoint as a reserve officer of the Army of the United States any graduate of the senior division of the Reserve Officers Training Corps who shall have satisfactorily completed the course of military training prescribed for the senior division and the further training provided for in section 47a, and shall have participated in such practical instruction subsequent to graduation as the Secretary of War shall prescribe, who shall have arrived at the age of 21 years and who shall agree, under oath in writing, to serve the United States in the capacity of a reserve officer of the Army of the United States during a period of at least five years from the date of his appointment as such reserve officer, unless sooner discharged by proper authority: Provided, that no reserve officer appointment pursuant to this act shall be eligible for pension only for disability incurred in line of duty in active service or while serving with the Army pursuant to provisions of this Act.

"Sec. 47c. Pay and Commutation of Subsistence, Reserve Officers Training Corps.--When any member of the Reserve Officers Training Corps has completed two academic years of service in that division and has been selected for advanced training by the President of the institution and by the ^{pt} professor of military science and tactics, and has agreed in writing to continue in the Reserve Officers Training Corps for the remainder of his course at the institution, devoting five hours per week to military training prescribed by the Secretary of War, and has agreed in writing to pursue the course in camp training prescribed by the

Secretary of War, and has agreed in writing to pursue the course in camp training prescribed by the Secretary of War, he may be furnished at the expense of the United States commutation of subsistence at such rate, not exceeding two years; Provided, that any medical, dental, or veterinary student may be admitted to a Medical, Dental, or Veterinary Corps unit of the Reserve Officers Training Corps for a course of training at the rate of 90 hours of instruction per annum for the four collegiate years, and if at the end of two years of such training he has been selected by the professor military science and tactics and the head of the institution of advanced training, and he has agreed in writing to pursue the course in camp training prescribed by the Secretary of War, he may be furnished, at the expense of the United States, with commutation of subsistence at such rate not exceeding the cost of the garrison ration prescribed for the Army, as may be fixed by the Secretary of War, during the remainder of his service in the Reserve Officers Training Corps, not exceeding two years; Provided further, that any reserve officer who is also a medical, dental, or veterinary student may be admitted to such medical, dental, or veterinary corps unit for such training and under such rules and regulations as the Secretary of War may prescribe; Provided further, that members of the Reserve Officers Training Corps, or other persons authorized by the Secretary of War to attend advanced course camps, shall be paid for such attendance at such camps at the course camps, at the rate prescribed for soldiers of the seventh grade of the Regular Army.

"Sec. 47d. Training Camps. The Secretary of War is hereby authorized to maintain, upon military reservations or elsewhere, schools or

camps for the military instruction and training, with a view to their appointments as reserve officers or noncommissioned officers, or such warrant officers, enlisted men, and civilians as may be selected upon their own application; to use for the purpose of maintaining said camps and imparting military instruction and training thereat, such arms, ammunition, accouterments, equipments, tentage, field, equipage and transportation belonging to the United States as he may deem necessary; to furnish at the expense of the United States uniforms, subsistence, transportation by the most usual and direct route within such limits as to territory as the Secretary of War may prescribe, or in lieu of furnishing such transportation and subsistence to pay them travel allowances at the rate of five cents per mile for the distance by the shortest usually traveled route from the places from which they are authorized to proceed to the camp and for the return travel thereto, and to make the payment of travel allowance for the return journey in advance of the actual performance of the same, and medical attendance and supplies to persons receiving instruction at said camps during the period of their attendance thereat, to authorize such expenditures, from proper Army appropriations, as he may deem necessary for water, fuel, light, temporary structures, not including quarters for officers nor barracks for men, screening and damages resulting from field exercises, and other expenses incidental to the maintenance of said camps, and the theoretical winter instruction in connection therewith; and to sell to persons receiving instructions at said camps, for cash at cost price, plus 10 per cent, quartermaster and ordnance property, the amount of such property sold to any one person to be limited to that which is required for his proper equipment. All

moneys arising from such sales shall remain available throughout the fiscal year following that in which the sales are made, for the purpose of that appropriation from the sale. The Secretary of War is authorized further to prescribe the courses of theoretical and practical instruction to be pursued by persons attending the camps authorized by this section; to fix the periods during which such camps shall be maintained; to prescribe rules and regulations for the government thereof; and to employ thereat officers, warrant officers, and enlisted men of the Regular Army in such numbers and upon such duties as he may designate."

(Extract) Approved June 4, 1920

APPENDIX B
 DIRECTORY OF COLLEGES AND UNIVERSITIES
 HAVING AFROTC DETACHMENTS

(May 1955)

<u>COLLEGE OR UNIVERSITY</u>	<u>LOCATION</u>	<u>AFROTC DETACH- MENT NUMBER</u>
<u>ALABAMA</u>		
Alabama Polytechnic Institute	Auburn, Alabama	5
University of Alabama	University, Alabama	10
Tuskegee Institute	Tuskegee, Alabama	15
<u>ARIZONA</u>		
University of Arizona	Tucson, Arizona	20
Arizona State College	Tempe, Arizona	25
<u>ARKANSAS</u>		
University of Arkansas	Fayetteville, Arkansas	30
<u>CALIFORNIA</u>		
Fresno State College	Fresno, California	35
Loyola University of Los Angeles	Los Angeles, California	40
San Jose State College	San Jose, California	45
Stanford University	Stanford, California	50
University of California at Los Angeles	Los Angeles 24, California	55
University of Southern California	Los Angeles, California	60
California Institute of Technology	Pasadena, California	65
Occidental College	Los Angeles, California	70

San Diego State College	San Diego, California	75
San Francisco State College	San Francisco, California	80
University of California	Berkeley, California	85

COLORADO

Colorado A & M College	Fort Collins, Colorado	90
University of Denver	Denver, Colorado	95
Colorado State College of Education	Greeley, Colorado	100
University of Colorado	Boulder, Colorado	105

CONNECTICUT

Trinity College	Hartford, Connecticut	110
University of Connecticut	Storrs, Connecticut	115
Yale University	New Haven, Connecticut	120

WASHINGTON D.C.

Georgetown University	Washington 7, D. C.	125
Howard University	Washington 1, D. C.	130
The Catholic University of America	Washington D. C.	135
The George Washington University	Washington 6, D. C.	140

FLORIDA

Florida State University	Tallahassee, Florida	145
University of Florida	Gainesville, Florida	150
University of Miami	Coral Gables, Florida	155

GEORGIA

University of Georgia	Athens, Georgia	160
Georgia Institute of Technology	Atlanta, Georgia	165

Emory University	Emory University, Georgia	170
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HAWAII

University of Hawaii	Honolulu, Hawaii	175
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IDaho

University of Idaho	Moscow, Idaho	180
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ILLINOIS

Bradley University	Peoria, Illinois	185
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University of Illinois	Urbana, Illinois	190
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Illinois Institute of Technology	Chicago, Illinois	195
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Northwestern University	Evanston, Illinois	200
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Southern Illinois University	Carbondale, Illinois	205
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INDIANA

Butler University	Indianapolis, Indiana	210
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Indiana University	Bloomington, Indiana	215
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Purdue University	Lafayette, Indiana	220
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University of Notre Dame	Notre Dame, Indiana	225
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Ball State Teachers College	Muncie, Indiana	235
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DePauw University	Greencastle, Indiana	235
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Evansville College	Evansville, Indiana	240
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IOVA

Goe College	Cedar Rapids, Iowa	245
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Iowa State College of A & MA	Ames, Iowa	250
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State University of Iowa	Iowa City, Iowa	255
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Drake University	Des Moines, Iowa	260
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Grinnell College	Grinnell, Iowa	265
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KANSAS

Kansas State College	Manhattan, Kansas	270
Municipal University of Wichita	Wichita, Kansas	275
University of Kansas	Lawrence, Kansas	280
Washburn University of Topeka	Topeka, Kansas	285

KENTUCKY

University of Kentucky	Lexington, Kentucky	290
University of Louisville	Louisville, Kentucky	295
Western Kentucky State College	Bowling Green, Kentucky	300

LOUISIANA

Louisiana Polytechnic Institute	Ruston, Louisiana	305
Louisiana State Univ. & A & M	Baton Rouge, Louisiana	310
Southwestern Louisiana Institute	Lafayette, Louisiana	315
Tulane University	New Orleans, Louisiana	320

MAINE

Colby College	Waterville, Maine	325
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MARYLAND

University of Maryland	College Park, Maryland	330
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MASSACHUSETTS

Amherst College	Amherst, Massachusetts	335
College of Holy Cross	Worcester, Massachusetts	340
Lovell Technological Institute	Lovell, Massachusetts	345
Tufts College	Medford, Massachusetts	350
Boston University	Boston, Massachusetts	355
Harvard University	Cambridge 38, Massachusetts	360
Massachusetts Institute of Technology	Cambridge, Massachusetts	365

University of Massachusetts	Amherst, Massachusetts	370
Williams College	Williamstown, Massachusetts	375

MICHIGAN

Michigan State College	East Lansing, Michigan	380
University of Detroit	Detroit, Michigan	385
University of Michigan	Ann Arbor, Michigan	390
Wayne University	Detroit, Michigan	395
Michigan College of Mining and Technology	Houghton, Michigan	400

MINNESOTA

St. Olaf College	Northfield, Minnesota	405
College of St. Thomas	St. Paul, Minnesota	410
University of Minnesota	Minneapolis, Minnesota	415
University of Minnesota Duluth Branch	Duluth, Minnesota	420

MISSISSIPPI

Mississippi State College	State College, Mississippi	425
University of Mississippi	University, Mississippi	430

MISSOURI

St. Louis University	St. Louis, Missouri	435
University of Missouri	Columbia, Missouri	440
Washington University	St. Louis, Missouri	445

MONTANA

Montana State College	Bozeman, Montana	450
Montana State University	Missoula, Montana	455
Montana School of Mines	Butte, Montana	460

NEBRASKA

University of Nebraska	Lincoln, Nebraska	465
University of Omaha	Omaha, Nebraska	470

NEW HAMPSHIRE

University of New Hampshire	Dartmouth, New Hampshire	475
Dartmouth College	Hanover, New Hampshire	480

NEW JERSEY

Rutgers University	New Brunswick, New Jersey	485
Newark College of Engineering	Newark, New Jersey	490
Stevens Institute of Technology	Hoboken, New Jersey	495
Princeton University	Princeton, New Jersey	500

NEW MEXICO

New Mexico College of A & MA	State College, New Mexico	505
University of New Mexico	Albuquerque, New Mexico	510

NEW YORK

Colgate University	Hamilton, New York	515
Cornell University	Ithaca, New York	520
Fordham University	New York, New York	525
New York University	New York 3, New York	530
Syracuse University	Syracuse, New York	535
Columbia University	New York, New York	540
Union College	Schenectady 1, New York	545
Rensselaer Polytechnic Institute	Troy, New York	550
Brooklyn College	Brooklyn, New York	555
Manhattan College	Riverdale 71, New York	560
Queens College	Flushing, New York 5	565

Robert College	Geneva, New York	570
University of Buffalo	Buffalo, New York	575
University of Rochester	Rochester, New York	580

NORTH CAROLINA

Duke University	Durham, North Carolina	585
University of North Carolina	Chapel Hill, North Carolina	590
N. C. State College of A & E	Raleigh, North Carolina	595
East Carolina College	Greenville, North Carolina	600
Agricultural & Tech College of N.C.	Greensboro, North Carolina	605

NORTH DAKOTA

North Dakota Agricultural College	Fargo, North Dakota	610
University of North Dakota	Grand Forks, North Dakota	615

OHIO

Bowling Green State University	Bowling Green, Ohio	620
Case Institute of Technology	Cleveland, Ohio	625
Kent State University	Kent, Ohio	630
Western Reserve University	Cleveland, Ohio	635
Miami University	Oxford, Ohio	640
Ohio State University	Columbus, Ohio	645
Ohio University	Athens, Ohio	650
Ohio Wesleyan University	Delaware, Ohio	655
University of Akron	Akron, Ohio	660
University of Cincinnati	Cincinnati, Ohio	665

OKLAHOMA

Oklahoma A & M College	Stillwater, Oklahoma	670
University of Oklahoma	Norman, Oklahoma	675

University of Tulsa	Tulsa, Oklahoma	680
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OREGON

Oregon State College	Corvallis, Oregon	685
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University of Oregon	Eugene, Oregon	690
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University of Portland	Portland, Oregon	695
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Willamette University	Salem, Oregon	700
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PENNSYLVANIA

Duquesne University	Pittsburg, Pennsylvania	705
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Gettysburg, College	Gettysburg, Pennsylvania	710
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Lehigh University	Bethlehem, Pennsylvania	715
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The Pennsylvania State University	State College, Pennsylvania	720
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University of Pennsylvania	Philadelphia, Pennsylvania	725
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University of Pittsburgh	Pittsburgh, Pennsylvania	730
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Allegheny College	Meadville, Pennsylvania	735
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Franklin & Marshall College	Lancaster, Pennsylvania	740
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Grove City College	Grove City, Pennsylvania	745
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St. Joseph's College	Philadelphia, Pennsylvania	750
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PUERTO RICO

University of Puerto Rico	Rio Piedras, Puerto Rico	755
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RHODE ISLAND

Brown University	Providence 12, Rhode Island	760
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SOUTH CAROLINA

The Citadel	Charleston, South Carolina	765
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Clemson Agricultural College	Clemson, South Carolina	770
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University of South Carolina	Columbia, South Carolina	775
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SOUTH DAKOTA

South Dakota State College	Brookings, South Dakota	780
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TENNESSEE

Memphis State College	Memphis, Tennessee	785
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Tennessee A & I State University	Nashville, Tennessee	790
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The University of the South	Sevens, Tennessee	795
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University of Tennessee	Knoxville, Tennessee	800
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TEXAS

A & M College of Texas	College Station, Texas	805
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Baylor University	Waco, Texas	810
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Southern Methodist University	Dallas, Texas	820
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Texas Technological College	Lubbock, Texas	820
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University of Texas	Austin, Texas	825
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East Texas State Teachers College	Commerce, Texas	830
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North Texas State College	Denton, Texas	835
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Southwest Texas State Teachers College	San Marcos, Texas	840
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Texas Christian University	Fort Worth, Texas	845
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UTAH

University of Utah	Salt Lake, Utah	850
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Brigham Young University	Provo, Utah	855
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Utah State Agricultural College	Logan, Utah	860
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VERMONT

St. Michael's College	Winooski Park, Vermont	865
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University of Vermont and State Agricultural College	Burlington, Vermont	870
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VIRGINIA

Virginia Polytechnic Institute	Blacksburg, Virginia	875
Virginia Military Institute	Lexington, Virginia	880
University of Richmond	Richmond, Virginia	885
University of Virginia	Charlottesville, Virginia	890

WASHINGTON

Central Washington College of Education	Ellensburg, Washington	895
College of Puget Sound	Tacoma, Washington	900
State College of Washington	Pullman, Washington	905
University of Washington	Seattle, Washington	910

WEST VIRGINIA

West Virginia University	Morgantown, West Virginia	915
Davis & Elkins College	Elkins, West Virginia	920

WISCONSIN

University of Wisconsin	Madison, Wisconsin	925
Wisconsin State College	Superior, Wisconsin	930
Lawrence College	Appleton, Wisconsin	935

WYOMING

University of Wyoming	Laramie, Wyoming	940
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SUB-UNITS

<u>COLLEGE OR UNIVERSITY</u>	<u>LOCATION</u>	<u>PARENT DETACH- MENT NUMBER</u>
Emory University at Oxford	Oxford, Georgia	170
Maryland State College	Princess Anne, Maryland	330
Michigan College, Sault Ste Marie Branch	Sault Ste Marie, Michigan	400
Parks College of St. Louis	East St. Louis, Illinois	435
New York University, University College of Arts & Sciences	University Heights, New York 53, New York	530
Oberlin College	Oberlin, Ohio	625
Capital University	Columbus, Ohio	645
Denison University	Granville, Ohio	655
Kenyon College	Gambler, Ohio	655
Otterbein College	Otterbein College	655
North East Oklahoma A & M	Miami, Oklahoma	670
Murray State College of Agriculture	Tishomingo, Oklahoma	670
Eastern Oklahoma A & M	Wilberton, Oklahoma	670
Penn State Center	Altoona, Pennsylvania	720
Penn State Center	Hazleton, Pennsylvania	720
University of Pittsburgh Johnstown Center	Johnstown, Pennsylvania	730
University of Puerto Rico	Mayaguez, Puerto Rico	755
College of Southern Utah	Cedar City, Utah	860

APPENDIX C

SUMMARY OF INSTRUCTIONAL MATERIALS
IN USE IN AFROTC

(April 1, 1953)

AIR SCIENCE 1, VOLUME I - Introduction to AFROTC. June 1953, 51 pages
(4 hours)

This material is designed primarily as an introduction and orientation for young students who are entering the program. It endeavors to provide student motivation and general inspiration with which the student will pursue this new course of service to his country. It outlines the privilege, opportunities and responsibilities inherent in the position of an officer in the Air Force. The student reader will learn where he "fits into" the whole picture and he will begin to realize his personal share in the large endeavor. Much of the foregoing objective is achieved in four chapters giving down-to-earth information of the make-up of the AFROTC Cadet Corps program and course of study.

AIR SCIENCE 1, VOLUME II - Introduction to Aviation. June 1953, 149 pages
(16 hours)

This is designed to be the AFROTC student's introduction to aviation from the Air Force point of view. It is intended to acquaint him with the general field of aviation, past and present, and, more specifically, to introduce him to the present-day instrument of aviation--the airplane. It has the further purpose of beginning to prepare the cadet to be of long-range worth to the Air Force, either as an interested and understanding civilian or as an active member of the United States Air Force. Nine chapters cover briefly such elementary things as the parts of an airplane and its power plants, and the elementary theory of flight. What the perfection of this air invention has meant in terms of modern living is touched upon; the text spans aviation history from its beginning through World War II.

AIR SCIENCE 1, VOLUME III - Fundamentals of Global Geography, about June 1955 (10 hours)

This textbook, by Dr. Hallock F. Raup, Professor of Geography and Geology, Kent State University, is not yet published. Nine chapters are devoted to presenting the essential background knowledge of the physical world as needed by the citizen-at-large as well as by AFROTC cadets who are to function as military men in the present day world. The author discusses first the basic tools needed for the study of geography, globes and maps, followed by the very large effect of climate on men's activities.

Where the geographical surface is divided by political boundaries, there the political world of today, with its problems, becomes apparent and the text consequently begins the study of political geography. This discussion is broken down into chapters on the Western and Eastern Hemispheres, and on the geographical bases of power. The text ends with an emphasis upon geographical bases of power. The text ends with an emphasis upon geographical factors in military considerations, both in the past and in our present air-age world. There is a glossary of terms at the end of the text.

AIR SCIENCE 1, VOLUME IV. International Tensions and Security Organizations. June 1953. 121 pages and bibliography (15 hours).

This text is designed to acquaint the student with international conditions and with organizations which have been established to provide mutual security and to maintain peace. A background study is provided to show some of the reasons why these world conditions have come about. The student here begins to get a picture of the interrelated factors upon geographic, demographic, economic, moral, political, and military factors. These are discussed, and the relative strengths of the various nations and groups of nations superficially evaluated. Recent and present-day international organizations for mutual security or protection are also described briefly and the text ends with a study of American foreign policy and diplomacy as it evolved when the United States had world leadership thrust upon it.

AIR SCIENCE 1, VOLUME V - The Military Instrument of National Security. June 1953, 103 pages and bibliography (15 hours)

This text is designed to explain the need for the military instrument and how this instrument relates to national security. How the complex military machine is maintained in an effort to procure peace, and how to fight to win if war comes, are both emphasized. The course provides transition from the study of international tensions in order to take up the questions of the aims and policies of nations and how these are related to war and peace. It is an objective of this course, then, to make the student understand the conditions which demand an efficient military organization. This leads naturally to a study of how the armed forces of the United States have evolved to their present status. The organization of the unified armed forces of the United States is presented, and thereafter follows a discussion of the United States Army, and Navy, with about the last third of the text devoted to emphasizing the role of air power in modern war.

AIR SCIENCE 2, VOLUME I - Elements of Aerial Warfare - Introduction.
June 1953. 22 pages (3 hours).

This first of the six "Elements of Aerial Warfare" texts is designed to orient the student in the three-dimensional medium of air travel and military air operations. Also, he may acquire technical information about atmosphere, the better to understand some of the causes of the complexity of military air operations. A portion of this study is given to the nature of aerial warfare. The fundamental principles and doctrine of aerial warfare are here related with the situation resulting from international competition for supremacy and survival. At this point the student may better understand the reason-for-being of the Air Force, and the student is made to feel that war is a last resort in a democracy. What the chief objectives in an Air Force should be, i.e., direct neutralization or destruction of an enemy's war-making resources, is broadly stated.

AIR SCIENCE 2, VOLUME II - Elements of Aerial Warfare - Targets, June 1953, 50 pages and bibliography (6 hours).

The second of the "Elements of Aerial Warfare" texts is designed to secure student understanding of the historical development of targets, the meaning of targets, target systems, target concentrations, target complexes and target objectives. Why logical target selection is important, how targets differ, and the theory of strategic and tactical air operations, together with the purpose, procedures and principles of target selection, are all presented.

AIR SCIENCE 2, VOLUME III - Elements of Aerial Warfare - Weapons. June 1953, 72 pages (14 hours).

Here, a short history of weapons begins with those used in World War I and explains the gradual emergence of aerial weapons as those most potent in warfare. The text then explains some of the mechanical details of conventional bombs and fuses, and this leads into a discussion of the destructive effects of aerial bombs. Similar treatment is given to guns and cannon, as well as rockets, chemical weapons and the phenomena of effect resulting from the delivery of these weapons. The latter chapters deal with the evolution of atomic weapons and the destructive effect of atomic weapons.

AIR SCIENCE 2, VOLUME IV - Elements of Aerial Warfare - Aircraft. June 1953, 108 pages (10 hours).

Six chapters of this text deal with characteristics of military aircraft generally and the specific characteristics of different types of military aircraft. The procedure by which desirable characteristics

are incorporated into our military aircraft is explained in a chapter dealing with aircraft design and production processes. The different types of aircraft, i.e., propeller-driven, fixed wing, rotary wing, convertiplanes and jet powered aircraft are discussed. Some of the complexities of a cockpit instrument panel are made more clear by a discussion of aircraft auxiliary systems. The rapid present-day evolution of pilotless aircraft is outlined at the end of this text.

AIR SCIENCE 2, VOLUME V - Elements of Aerial Warfare - Bases. June 1953, 50 pages (6 hours).

This text explains the relationship between air base locations and the areas of capability of USAF. It explains the significance of the air base system during the periods of "cold war." It tells how the air base system permits effective application of aircraft as weapons in accordance with accepted principles of war. Such matters are explained as the relationship between strategic air command's II bases, staging bases, pre-strike and post-strike bases, and their functions in carrying out the SAC mission. The role of the tactical air fields and bases is presented, and the inevitable influence exerted by the existence of nuclear weapons on the planning of a system of air bases is not ignored. The not inconsiderable problem of logistical support for the Air Force receives attention, as does the mission of AMC and ARDC.

AIR SCIENCE 2, VOLUME VI - Elements of Aerial Warfare - Operations. June 1953, 67 pages (14 hours).

Some key points made in this text are that air power can more perfectly exploit the traditional principles of war than the previous military instruments; air power is the dominant military instrument, and decisive in achieving victory without lengthy campaigns; and that centralization of control is necessary to prevent the loss of flexible employment inherent in the air weapon, as well as to provide the most efficient means of pursuing the overall, single objective of making an enemy impotent. Cadets here learn that careful and complete planning is essential to the success of a combat mission and just as important as team work. The complexities of air transport operations, as told here, highlight the revolutionary impact of the airplane upon the transport phase of military logistics. While recognition is given to the worth of defensive air operations, the text never loses sight of the fact that the best defense in the air is a good offense, and that an attempt to achieve a complete defensive security from enemy air attack is not possible without a prohibitive outlay of money, materials and men, to the detriment of efforts designed to achieve victory much more quickly.

AIR SCIENCE 2, VOLUME VII - A Career in the United States Air Force.
June 1953, 60 pages and bibliography (6 hours).

This textbook presents the United States Air Force not only as a career field that offers practical opportunities, but as one that can satisfy a man's natural hunger for a rich and full life. It is designed to acquaint the student with the fields open to officers of the USAF and with the professional and personal opportunities of a career in the United States Air Force. Such matters as the officer classification system and counseling and classification procedures are covered adequately to provide a basic understanding. Many personal benefits of a career in the United States Air Force, as well as the advantages of active participation in the United States long-range reserve program are presented. Not neglected is the intangible benefit which is a part of the satisfaction of work done which has a great importance to our country.

AIR SCIENCE 3, VOLUME I - The Air Force Commander and His Staff.
June 1953, 48 pages (8 hours).

Since the cadet who will make the Air Force his career will serve eventually as a commander or on the staff of a command, he is here acquainted with the important functions of the commander and his staff (i.e., the translation of the overall mission of the Air Force to specific operations). Military staff organizations are thoroughly explained. This text is designed to develop a sound understanding of basic concepts of command and staff, so that the new officer will have a frame of reference not only for all other learning experiences in the curriculum, but also for his future in the Air Force. It explains "command." The book furnishes a setting that emphasizes the importance and appropriateness of the courses that follow.

AIR SCIENCE 3, VOLUME II - Problem Solving Techniques, June 1953
74 pages and bibliography (20 hours).

In the preceding text the Air Force Commander and his staff were seen to spend a considerable amount of their time in solving problems. This text explains how scientific methods of thinking can be used to solve problems, particularly those principles and methods that have been useful in solving different types of problems in different Air Force situations. They are explained in terms of the activities which help in developing problem-solving ability. The text is designed to develop the discipline of mind necessary to solve the problems Air Force officers will face in the future. Appendices provide exercises in defining problems, collecting data and in solving unusual problems.

AIR SCIENCE 3, VOLUME III - Communicating in the Air Force, June 1953
78 pages and bibliography (25 hours)

Since Air Force objectives, as well as those in any other enterprise in which people work, cannot succeed unless people are able to interchange their thoughts, or communicate, with each other, it is important that the Air Force officer develop skill in communicating, whether it be speaking, writing, reading, or merely observing and listening. The text presents a brief survey of some general principles and techniques of communications, and shows how an Air Force officer can apply them. The text begins on the general theme of the nature of the communication process and then moves to a consideration of that area of communication in which the individual is the receiver of ideas, gained through observing, listening and reading. The text proceeds in an Air Force setting, with specific applications to the duties of an Air Force officer. Immediately practical benefits to be derived from this study will be familiarity with the more common Air Force publications such as Air Force Regulations, Air Force Letters and General and Special Orders, as well as the gaining of ability to write a military letter and the endorsements thereto. Upon completion of the reading of this text the student will understand the difference between communication and communications.

AIR SCIENCE 3, VOLUME IV - Instructing in the Air Force, June 1953
54 pages and bibliography (10 hours).

Since, throughout his career, an Air Force officer will be called upon to instruct, this text's object is to develop certain attitudes and to impart certain knowledge, and to aid in perfecting certain skills, all of which are an aid to an instructor. Officer attitudes include attitude toward instructing, toward the Air Force, the officer's unit, himself and his subject materials, and toward his students. Added knowledge includes ability to plan an instruction, and the techniques and methods of instruction. It includes, likewise, principles of learning, how to use instructional aids, what aids are available, and a knowledge of the personal and professional qualities of an instructor. Skills include proficiency in the use of methods, aids, and techniques of instructing.

AIR SCIENCE 3, VOLUME V - The Military Justice System, June 1953,
94 pages, including an abridged version of the
Uniform Code of Military Justice (15 hours).

This text gives the potential Air Force officer an understanding of the legal system under which he will live while on active duty. It explains the basic differences between civil and military law, but emphasizes that both forms of justice are based on the Constitution of the United States. While one of the principal purposes of the military justice system is to enforce discipline and relationship of a military

officer to subordinates, this text teaches also that an officer must carry out his responsibilities with ability and qualities of leadership. The text discusses legal procedures in the military establishment that tie in the subject with leadership. A further text objective is to help students prepare for the mental adjustments they must make to the legal status they will acquire upon entering active duty. Specific subjects are types of offenses, non-judicial punishments, rights of an accused person, pre-trial procedures and discussions of the summary, general and special courts martial trial procedures, the use of evidence, and the purpose, authority and procedure of the court of officers.

AIR SCIENCE 3, VOLUME VII - Air Navigation, June 1954, 136 pages (15 hours).

A part of the purpose of this textbook is to show how the navigator accomplishes his tasks; and a part of this is taught by the same methods by which navigators first learn to navigate--by reading charts of the earth's surface and by working simulated navigational problems. The mechanical aids to navigation are discussed briefly, as well as the special problems of high speed. While this is not a navigational training text, it nevertheless gives a working acquaintance of the language, the basic tools, and procedures of air navigation. Map reading, the manipulation of the E-6B computer and the chart solution of the navigational problems will make the student aware of the important role of aerial navigation. Here, there is further discussion of maps and charts and the map projections useful in aerial navigation. Most of the pages are devoted to the subject of dead-reckoning navigation. This includes explanations of mechanical devices as well as techniques for using the data supplied by instruments. Space is given to polar navigation and high speed navigation, in view of the strategic importance of the important points on the earth's surface when flown by high speed, present-day aircraft.

AIR SCIENCE 3, VOLUME VIII - Weather, June 1954, 160 pages, including appendix and glossary of terms (15 hours).

The purpose of this textbook is to provide a basic understanding of weather and how it affects the Air Force in the air age. It is not intended to teach principles of forecasting. The text is designed to point out principles of weather analysis that may be applied in any theater of operations. Upon reading this text, the student should be familiar with the organizations and resources which can provide weather information, particularly that information which must be available to air crews for flight planning purposes. The student will also have an understanding of how weather is made and how the shape of the earth, its surface configurations, and its motions, are factors in weather making, and why the physical and chemical makeup of the atmosphere, the effects of the solar system, time and seasons all have an effect on weather. The

student can learn how air circulation, temperature, pressure, moisture content, and stability can provide thunder storms, frontal weather, fog, rain, icing, and long-term climate. These subjects are undertaken generally, and all of them more ultimately tie in with Air Force needs.

AIR SCIENCE 3, VOLUME IX - Air Force Base Functions, June 1953,
78 pages (10 hours).

Here is a guide and outline of the many general functions all air bases have in common, and of the principles of operation which they likewise have in common. No attempt is made to describe in detail all facets of all major operations, nor is there a coverage of all specialized operations. The text paints a broad overall picture of the base and its problems. It shows how the separate functions of a base operate together toward one goal--the performance of the base's primary mission. This is the task of supporting flight. Emphasis is on the "what" rather than on the "who" or the "how," and technical details of the manual variety have been deemphasized as far as possible. The study is further broken down into lessons in personnel services and security functions, flow of supplies on an air base, the medical and food service functions, transportation and communications functions, aircraft maintenance and supply functions, flight operations functions, command functions and maintenance repair functions.

AIR SCIENCE 4, VOLUME I - Career Guidance, June 1954, 12 pages with bibliography (4 hours).

The main purpose of the book is to stimulate thought and to encourage the student to continuously plan his Air Force career. At this point in the curriculum it seeks to motivate the cadet and soon-to-be officer to survey thoughtfully the whole range of possibilities open to him, and to be judicious in appraising his own capabilities. Career guidance is the process of matching human qualifications with occupational specifications. It matches an accumulation of information about an individual's interests, experience, aptitudes, achievements, abilities, and failures with a large body of descriptive data in a wide variety of vocational fields. The text regards guidance as a process and not a single event. What are career opportunities in the Air Force? What makes a good junior officer? What are the responsibilities and privileges of a commissioned officer? How may one best get along with people? These are the main questions answered in the text.

AIR SCIENCE 4, VOLUME II - Principles of Leadership and Management, June 1954, 162 pages (40 hours).

This text is designed to help the future officer to carry out his professional responsibility--that of handling men. It proceeds on the assumption that inspiring people to operate at maximum effectiveness is

a matter of leadership, and that establishing and maintaining a flexible framework within which people can work together is management. It recognizes that underlying all of a leader's actions are people and their reactions to his efforts. Therefore, the central theme of this text is how to work effectively with Americans in the Air Force situation. The text is consequently concerned with human motivation, and it proves a study of the conditions under which people will be motivated to work hard, efficiently, cooperatively, and enthusiastically; also, conversely, the conditions which cause grumbling, resentment, resistance to authority and poor performance. The text proper is divided into two parts. Part I, titled "The Structure of Leadership," devotes three chapters to the subjects of "The Problem of Air Force Leadership," "Sense of Mission," and "Management in the Air Force." Part II, titled "The Nature of Man," devotes six chapters to that subject. The discussion is handled in an empirical manner when the biology of behavior is considered. Due recognition is given to the complex nature of temporal man, however, when discussing personality development and complex needs. This leads into a discussion of the nature of intense motivation. A recognition is made of the unique impress of the American culture on the universal man, and the text ends with discussion of group interactions and qualities of leadership. There is a Part III, which assumes the nature of a long appendix--a collection of comments and interpretations in the form of readings and discussions originating elsewhere.

AIR SCIENCE 4, VOLUME IV - Military Aviation and the Evolution of Warfare.
June 1954, 102 pages and bibliography (20 hours).

This text builds the story of the supremacy of the air weapon upon the basic universal principles of war. Several chapters are devoted to showing how some of the great tacticians and strategists of land and naval warfare in history obeyed essentially the principles of war in order to be successful in battle. Aerial warfare is traced from its beginning before World War I to the present time. The development of the air weapon is traced not only through combat uses but through the vicissitudes of development resulting from the difficulty inherent in many minds to accept new weapons and their implications. A chief point made is that while the human mind has not always kept up with the advances in technology, the principles of war have applied and do apply to the present time. Modifications in Air Force doctrine, and the projection of trends into the new future are both subjects handled in the latter portions of this text.

AIR SCIENCE 4, VOLUME III - Military Aspects of World Political Geography.
This volume is divided into two books. Book One has 290 pages and Book Two 660 pages (45 hours).

This text includes subject matter pertinent to the military study of international relations under the impact of maturing air power. About 90 per cent of this text is composed of readings gathered from many sources, all of which are interpreted and tied in with the outline and objectives of this text by original, introductory passages. After an introduction to the wide influences of air power in Part I, Part II covers the framework of international politics--how nations or states came about and how the frictions between them and the problems arising from such friction came about. The power of states and the factors which make states powerful are discussed in Part III. The last portion of this text is devoted to a strategic evaluation of world powers and strategic areas. This study is broken down along not only national lines but according to area groupings and defensive groupings.

LEADERSHIP TRAINING GUIDE - June 1953, 163 pages.

This text concentrates on military fundamentals and their relation to leadership, and presents an integrated series of objectives for each of the four years of Air Science Leadership Training. The text supports a phase of the AFROTC curriculum which can be considered as an organized working laboratory for testing and developing leadership potential. In addition to covering the subjects of military courtesy and customs in the USAF, flags, interior guard procedures, and the uniform, it also deals with laboratory objectives and suggested methods for learning in each of the years. The text explains why the best leadership training laboratory consists of living a cadet life according to the principles of leadership.

CADET GUIDES:

Air Science 1, Volume I, Introduction to AFROTC, is regarded as the first of three cadet guides. The second, Introduction to Advanced AFROTC, February 1954, 40 pages, continues in the same vein as the first. The first part is devoted to motivating and guiding the cadet personally, and the latter part to expository discussions of the Air Science 3 and 4 courses. The third cadet guide is Briefing for Commissioned Service, January 1955, 95 pages, including a short bibliography. This guide presents details of procedures, duties, responsibilities, rights and privileges of the newly-made officer in the Air Force. This book of reference can stay with and be useful to the young officer well into the period of his first assignment.

INSTRUCTOR'S GUIDES:

Eight lesson guides for instructors have been prepared to cover the four years of courses. In addition, two general guides or instructor's handbooks exist for covering subjects which fit into one year's instruction. The guide titles follow:

- Instructor's Guide for Air Science 1---(101 pages). This covers all APROTV Freshman courses but that discussed below.
- Instructor's Guide for Air Science 1---Fundamentals of Global Geography. This publication is expected in April or May 1955.
- Instructor's Guide for Air Science 2---(49 pages). This covers all APROTC Sophomore courses.
- Instructor's Guide for Air Science 3---(91 pages). Six Junior courses are covered here.
- Instructor's Guide for Air Science 3---Air Navigation and Weather. (28 pages). This guide completes the coverage of Junior courses.
- Instructor's Guide for Air Science 4---Principles of Leadership and Management (84 pages).
- Instructor's Guide for Air Science 4---Military Aspects of World Political Geography (47 pages).
- Instructor's Guide for Air Science 4---Military Aviation and the Evolution of Warfare (11 pages).
- Instructor's Guide for Creative Problem Solving---(17 pages).
- Instructor's Handbook for Setting Up the Leadership Training Program---(16 pages).

MISCELLANEOUS PUBLICATIONS:

Following are ten titles of books or lesser publications, either produced by the Air Force or purchased for distribution, which are given into the hands of cadets or instructors, or which are made available to them in Detachment Libraries.

AFROTC Generalized Course of Study (57 pages). This booklet includes a statement of aim and objectives of the curriculum, and how the curriculum was developed to reach its objectives. It includes a summary of the courses of study by semesters or quarters, and the large body of it is devoted to presenting a detailed course outline for all four years. It ends with an outline of procedures to be followed in classroom, Summer Camp, and Leadership Laboratory.

A Bossker's Resource Guide for AFROTC (40 pages). The purpose of this booklet is to provide background information for senior Air Force officers and other individuals who may be invited to participate in AFROTC ceremonies.

Third Dimension in Education (22 pages). This booklet has been produced for distribution to all persons--not necessarily prospective AFROTC cadets--who want to know more about the AFROTC program of education. These might include parents, high school and college educators, service organizations, publishers, etc. The booklet includes brief summaries of courses and their aims.

Air Force Manual 50-14--Drill and Ceremonies.

Applied Imagination. Alex F. Osborn (New York, 1953), Charles Scribner's Sons, 317 pages with bibliography and index). This is required reading by cadets of AFROTC. It carries forward the idea dealt with in the block of Air Science III instruction titled "Problem Solving Techniques." Its purpose is to present principles and procedures of creative thinking, and it proposes workable methods by which these processes may be fired to produce practical, every-day results, in whatever field. It is inspirational in style.

Teacher's Manual--Applied Imagination. This is interpretative of the above, and it undertakes a practical adaptation of Osborn's methods for use by AFROTC instructors.

Wings for Peace, Bonner Fellers, Brig General USA. (Ret.) Chicago, 1943. Regnery, 248 pages. This is a convert's plea for absolute espousal to air power.

It's a Fact. Maxwell Air Force Base, Alabama, Air University, June 1954. 16 pages. Eighty-five questions and answers are here concerned with things relating to the United States Air Force about which the public and many professional people could be interested.

The Armed Forces Officer. (Washington, D. C., Department of Defense, 1950). Now that officers of the Armed Forces are to be seen everywhere in public, standards of public conduct need to be kept high. This publication sets forth such standards.

Readings in Military Power. (To be published about May 1955). The purpose of this series of readings is to provide an opportunity for AFROTC cadets to become familiar with and to be able to discuss intelligently current ideas and beliefs on military strength of well known military and very well known civilian leaders. Representative, and sometimes conflicting, views are presented. Some of the views given refute or oppose beliefs set forth in Feller's "Wings for Peace" (above), and both the latter and the readings are meant to provide both sides of many aspects of air power, some of which are still in hot controversy.

Hammond's Global-Geography Atlas. (New York, 1953, G. S. Hammond & Company, 48 pages). This basic atlas is in use by AFROTC cadets for study and reference in conjunction with Air Science I, Volume III, Fundamentals of Global Geography. It includes descriptions and discussions of the more common map projections, and information about how to read maps, and includes as well, world and regional maps dealing with climate, demography, industrialization, productions, and political-physical data.

APPENDIX D

AIR FORCE REGULATION 45-48

RESERVE FORCES

Air Force Reserve Officers Training Corps

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SECTION A--GENERAL

1. Purpose and Scope. This regulation prescribes the policies and procedures for the organization, administration, and operation of the Air Force Reserve Officers Training Corps (AFROTC). This regulation applies to the Air University, Headquarters Air Force ROTC, and AFROTC units, and, for informational purposes only, to all Air Force activities down to and including base level.

2. Policy:

a. The AFROTC program is designed to be:

- (1) Flexible, to control the annual output both with regard to numbers and types of training in accordance with Air Force requirements.
- (2) Qualitative, to establish the academic and military levels of accomplishment of the prospective officers in accordance with needs.
- (3) Competitive, to increase the stature of the commission and the quality of the officers through competition for available appointments.
- (4) Productive, to preserve the long-range production of Reserve officers for both the active establishment and the Reserves.

b. Joint policies of the Army, Navy, and Air Force which apply to the Reserve Officers Training Corps are outlined in the attachments to this Regulation.

3. Statutory Authority. The AFROTC is organized under authority of section 40-47c, National Defense Act (Act 3 June 1916), as amended. These statutory provisions have been made applicable to the Secretary

of the Air Force, the Department of the Air Force, and the United States Air Force by Transfer Order 10, issued by the Secretary of Defense May 4, 1948 (contained in JAFBul 12, 1948), under the authorization of P. L. 253, 80th Congress, National Security Act of 1947—contained in WDBul 11, 1947.

4. Mission of AFROTC. The mission of the AFROTC is to select and prepare cadets, through a permanent program of instruction at civilian institutions, to serve as officers in the Reserve and Regular components of the Air Force, and to assist in discharging, where necessary, any institutional obligations to offer military training.

5. Purpose and Objectives of AFROTC. The AFROTC program is a major source of officers for the Air Force. The purpose and specific objectives of the program are:

a. To develop in the cadet by precept, example, and participation the attributes of character, personality, and leadership which are essential to every officer of the Air Force.

b. To develop in the cadet an interest in the Air Force and an understanding of its missions, organization, problems, and techniques.

c. To provide the cadet with a course of training which, with his academic curriculum, will qualify him to discharge the duties and responsibilities required of him as an officer of the Air Force.

d. To develop in the cadet the desire to make a career as an officer in a component of the Air Force.

e. To motivate the cadet to obtain an aeronautical rating in the Air Force upon graduation.

6. Definitions. For the purpose of this Regulation, the following definitions will apply:

a. Detachment—Air Force personnel assigned to Headquarters Air Force ROTC with duty station at a civilian institution.

b. Unit—The organization which includes the detachment and AFROTC cadets at an institution.

(1) Standard Unit—The principal AFROTC unit at an institution.

(2) Subunit—That portion of a standard unit, located at a subdivision of an institution which is physically separated from the parent campus.

c. Department of Air Science—The integral academic subdivision of an educational institution which includes all AFROTC activities conducted at the institution as stipulated in the contract with the Air Force.

d. Air Science--The official designation of the APROTC program of instruction in air science.

e. Basic Course--The first and second year program of instruction in air science.

f. Advanced Course--The third and fourth year program of instruction in air science.

g. APROTC Camp--A period of training for the advanced course cadets conducted at an Air Force installation.

h. Professor of Air Science--The senior commissioned officer of the Air Force assigned to duty with a standard unit of the APROTC.

i. Institutional Phase--That portion of the entire APROTC program conducted at civilian educational institutions, as distinguished from APROTC camp phase of training.

j. Academic Year--The period that begins September 1 and ends August 31 the following year, except for the University of Puerto Rico, where the period begins the opening date of registration in August and ends the day before August registration the following year.

k. Cadet--A student who has been admitted to full membership in the APROTC and is entitled to all benefits authorized by law and regulations pertaining thereto.

l. Student--A student who is permitted to pursue the APROTC course for academic credit only.

m. Conditional Cadet--A student who is tentatively accepted and enrolled in the advanced course pending determination of his eligibility as a cadet.

n. Completed Cadet--A cadet who has completed the entire APROTC course of instruction but is awaiting completion of degree requirements.

o. Category--A classification of cadets based on flight aptitude, interest, academic background, and prior military service.

p. APROTC Graduate--A cadet, who has successfully completed the ROTC program prescribed by law and regulations, including the prescribed APROTC camp, and has been awarded a baccalaureate degree.

7. Conflicting Instructions. This Regulation takes precedence over any conflicting instructions contained in AFM 45-2.

SECTION B--ORGANIZATION AND RESPONSIBILITIES

8. Organization:

a. The APROTC is organized as a subordinate command of the Air University with the procedural functions and responsibilities of a numbered air force. This command is composed of a headquarters, standard units, and certain subunits thereof.

b. By Federal statutes, a senior division and a junior division of the ROTC are authorized. The Air Force establishes and maintains ROTC units of the senior divisions only.

9. Establishment and Disestablishment of APROTC Units. An APROTC unit will not be established or disestablished without the approval of the Secretary of the Air Force.

10. Supervision:

a. The Department of the Air Force is the agency of the Federal Government charged by law with:

- (1) The determination of plans and policies placing in effect the provisions of the National Defense Act and other Federal statutes relating to the APROTC.
- (2) The supervision of the execution of pertinent laws, plans, and policies, and of all aspects of the conduct of the APROTC program by commanders of major air commands.

b. The supervisory powers of the Department of the Air Force are delegated to the Commander, Air University, in all matters except:

- (1) Those which are expressly reserved for the Department of the Air Force, as follows:
 - (a) Determination of major plans and policies governing the APROTC.
 - (b) Supervision of major air command, execution of pertinent laws, plans, policies, and regulations concerning APROTC activities.
 - (c) Determination of criteria for the establishment and disestablishment of APROTC units, and approval of establishment and disestablishment of units.
 - (d) Establishment of procurement objectives for commissioned graduates of the APROTC.

- (e) Approval of APROTC program of instruction to include curricula, texts and guides, and training standards.
 - (f) Establishment of program enrollment and deferment quotas.
 - (g) Establishment of standards for the selection of Air Force personnel for duty with the APROTC (see AFR 36-80).
 - (h) Authorization of program troop spaces for the Air Force personnel for duty with the APROTC.
 - (i) Establishment of standards for enrollment in the APROTC.
 - (j) Designation of sites for APROTC camps (see AFR 50-10).
 - (k) Liaison with other elements of the Department of Defense, other Federal agencies, Congress, and foreign governments on APROTC matters.
 - (1) Review, justification, and coordination of proposed legislation affecting the APROTC.
 - (m) Review and justification of APROTC budget estimates.
 - (n) Establishment of policies relating to, and overall guidance of, public relations and public information activities.
- (2) Those delegated to other commanders of major air commands of major air commands (see paragraph 11).
 - (3) Liaison with general educational associations of national scope, which will be performed by representatives of Headquarters USAF. The Commander, Air University, will also participate in this function.
 - (4) Liaison with educational institutions, which normally will be performed by the Commander, Air University, or his designated representative, but which may also be performed by representatives of Headquarters USAF, at their discretion.

11. Functions of Other Major Air Commands:

- a. The Commander, Air Materiel Command, is responsible for the logistical support of the APROTC program.
- b. Commanders of major air commands will render such support and assistance to the APROTC program as may be directed by the Chief of Staff, USAF.

12. Communications. Major air commands may communicate directly with institutions on APROTC matters after coordination with the Commander, Air University.

13. Inspections. The Commander, Air University, will inspect AFROTC, will inspect AFROTC activities also; however, this responsibility may be delegated to the Commandant, Air Force ROTC. Inspections will be conducted in accordance with AFR 123-10 (in process of publication).

14. Enrollment Report. Professors of air science will inspect AFROTC activities. Professors of air science will transmit annually by airmail one copy of AFROTC Form 40, "Report of AFROTC Students," with only section 1 completed, directly to the Director of Personnel Procurement and Training, Headquarters USAF, Washington 25, D. C. This report is due in 10 days after the closing day of fall registration.

15. Institutional Catalog. Professors of air science will forward annually to the Director of Personnel Procurement and Training, Headquarters USAF, a copy of the institutional catalog as soon as the publication is issued.

SECTION C--ELIGIBILITY REQUIREMENTS

16. Statutory Requirements. At institutions where AFROTC units are established, enrollment is restricted to students who are:

- a. Citizens of the United States.
- b. Not less than 14 years of age.
- c. Physically qualified for military service, age requirement notwithstanding.

17. Character Requirements. A student who has been convicted by any court-martial or by any civil court for other than a minor traffic violation will not be enrolled initially or continued in the advanced course, AFROTC; however, the Commander, Air University, is authorized to waive nonrecurrent minor violations not considered prejudicial to performance of duty as an officer of the Air Force. Waiver for offenses involving moral turpitude will not be granted.

18. Loyalty Requirements. A student who does not sign the following certificate which will be made a part of his record, will not be accepted for enrollment in the advanced course.

I am not now and have not been a member of any foreign or domestic organization, association, movement, group or combination of persons advocating a subversive policy seeking to alter the form of government of the United States by unconstitutional means.

19. Age Requirements. A student will not be enrolled initially or be allowed to reenroll in the AFROTC after a period of nonparticipation in AFROTC training, if his age is such that he will be unable to

complete all requirements for appointment as a Reserve of the Air Force prior to reaching his 28th birthday.

20. Election of Courses. The APROTC program is composed of two separate and distinct phases, a 2-year advanced course. Completion of the basic course does not guarantee acceptance into the advanced course. As stipulated in the contract between the institution and the Air Force, each cadet who has enrolled in either course will complete that course as a prerequisite to his graduation from the institution unless he is relieved of this obligation under regulations prescribed by the Secretary of the Air Force.

21. Categories of Advanced Course Cadets. Four categories of cadets are established for the advanced course enrollees. Qualified students may be enrolled in the appropriate category within the quota furnished by Headquarters USAF. Cadets will be required to sign the appropriate category agreement (AF Form 1056, "Category I Agreement of Certain Members of the Air Force Reserve Officers Training Corps (Flying Training Candidate)," AF Form 1056a, "Category II Agreement of Certain Members of the Air Force Reserve Officers Training Corps (Technical)," AF Form 1056b, "Category III Agreement of Certain Members of the Air Force Reserve Officers Training Corps (Non-Flying, Non-Technical)," or AF Form 1056c, "Category IV Agreement of Certain Members of the Air Force Reserve Officers Training Corps (Veteran)," as appropriate). Advanced course cadets must meet the physical requirements set forth in section VI, AFM 160-1. Service-obligated students who are physically qualified and selected must be enrolled in either category I or category II if they are to pursue the advanced course.

a. Category I--Category I consists of cadets who qualify for flying training. They must meet the required physical, measured aptitude, and interest qualifications, and desire entry in the category. Service-exempt cadets accepted in this category will be required to serve the same active duty tour as that required of service-obligated graduates except as provided in AFR 36-58. For reporting purposes, category I is divided into two subcategories, I for pilot candidates, and IA for observer candidates.

b. Category II--Category II consists of service-obligated cadets enrolled in college programs leading to baccalaureate degrees with majors in prescribed engineering and scientific fields of study, who meet physical standards for an Air Force commission, and are selected for the advanced course.

c. Category III--Category III consists of service-obligated, non-technical cadets selected for the advanced course who meet physical standards for a commission but do not qualify physically for flight training.

d. Category IV--Category IV consists of service-exempt cadets, other than those accepted in category I, selected for the advanced course.

22. Additional Requirements for Enrollment in Advanced Course:

- a. Each cadet accepted for enrollment in the advanced course must have successfully completed such general survey or screening tests as may be prescribed for entrance into each of the categories.
- b. Each cadet accepted for enrollment in the advanced course must have executed DD Form 98, "Loyalty Certificate for Personnel of the Armed Forces," which will be made a part of the cadet's record.
- c. Each cadet accepted for enrollment in the advanced course must have completed the basic course or must have received credit in lieu thereof as prescribed in paragraph 26.
- d. Each cadet accepted for enrollment in the advanced course must have sufficient time remaining before award of degree to complete the advanced course without compression. Concurrent enrollment to include any part of the basic or advanced course, or a combination thereof, will not be authorized.
- e. Completion of the advanced course and the award of the degree should coincide in order that commissioning requirements may be fulfilled simultaneously.
- f. With the exception of those cadets who are service exempt, each cadet who applies for the advanced course must sign a deferment agreement before he may be accepted as a cadet (see AFR 45-52).
- g. Priority consideration should be given to Civil Air Patrol members holding Civil Air Patrol certificates of proficiency.
- h. Graduate students may be enrolled in the advanced course provided that:
 - (1) Their selection is within category quotas.
 - (2) Selection is in competition with undergraduate students.
 - (3) The provisions of c and d above are fulfilled.

23. Waivers for Enrollment in Advanced Course. Waivers to permit enrollment of cadets in the advanced course are discouraged.

24. Conditional Enrollment in Advanced Course:

- a. The purpose of conditional enrollment is to enable the professor of air science to accept, tentatively, a cadet for enrollment in the advanced course pending determination of his eligibility or notification of enrollment quotas.
- b. Before conditional enrollment, each cadet will sign the following:

I understand and agree that no rights or benefits will be made available to me, or in my behalf, unless and until it is determined by proper authority that I am fully qualified and selected for unconditional enrollment in the advanced course of the AFROTC; that, upon such determination being made by proper authority, I will be entitled to receive all rights and benefits I would have earned and accrued but for the conditional nature of my enrollment from the date upon which I began work of the advanced course under the terms of this agreement. I further understand and agree that, if I am found to be not fully qualified and selected for such enrollment, I will be considered as not having been an advanced course cadet and will not be entitled to any rights or benefits under the terms of this agreement.

c. Cadets accepted for conditional enrollment are authorized deferment as outlined in AFR 45-52.

25. Students Ineligible for Enrollment as Cadets or Conditional Cadets in Advanced Course:

a. When approved by institutional authorities and the professor of air science, students who for any reason cannot be enrolled as cadets or conditional cadets may be permitted to pursue the advanced course. Additional personnel will not be assigned for the purpose of conducting instruction for such students. Such students will not be charged against enrollment quotas. Students accepted under this paragraph are not entitled to commutation of subsistence or Government uniforms, or uniform allowance, but may use arms and equipment issued for instructional purposes. Arms and equipment will not be provided especially for the benefit of such students.

b. Such students will be required to sign the following statement:

I, _____, do hereby agree and understand that, notwithstanding the fact that I am permitted to pursue the AFROTC course, the Air Force will not tender me a commission as a Reserve of the Air Force nor award me a certificate of completion based upon my successful completion of the institutional phase of the advanced course, nor will I be permitted to attend the AFROTC camp.

c. Female students of the institution are not eligible for enrollment as cadets in the AFROTC; however, they may be permitted to pursue the AFROTC course of instruction as students.

d. Persons eliminated for disciplinary reasons from an officer candidate school, or an aviation cadet training class of the Air Force or Navy or from one of the service academies of the Armed Forces will not be enrolled as a cadet. Persons eliminated from an aviation cadet training class of the Air Force or Navy for flying deficiency will not be enrolled

in category I or IA, but may be enrolled as cadets in other categories. The Commandant, Air Force ROTC, is authorized to grant waivers for enrollment as cadets to persons eliminated for other reasons. Appointments of such cadets will not be made until after the date of graduation of the class from which they were eliminated.

26. Credit for Previous Military Training.

a. An AFROTC cadet who transfers to another institution at which an AFROTC unit is also maintained will be given credit for that part of the AFROTC course, which he successfully completed at the losing institution, as evidenced by the AFROTC student record form.

b. On the basis of previous honorable active service in the Air Force, Army, Navy, Marine Corps, or Coast Guard, a cadet may request a waiver of the basic course, or any portion thereof, as a requirement for entrance into the advanced course. The professor of air science may then waive so much of the basic course as he considers equivalent to the active service training, provided that he does not waive any portion which the cadet can complete prior to entrance into the advanced course. To satisfy entrance requirements for the advanced course, veterans entering an institution at freshman or sophomore level who desire a commission through AFROTC will be required to take in phase with nonveteran cadets the portion of the basic program which remains.

c. The professor of air science may waive on a year-for-year basis so much of the AFROTC program as he considers equivalent to previous training at the United States Military Academy, United States Naval Academy, United States Coast Guard Academy, or in the Senior Division of the Army ROTC or Naval ROTC.

d. Advanced standing will not be granted for training received prior to the student's 14th birthday, nor for training received as a member of the Civil Air Patrol, nor for training received as a member of a Reserve component of any of the Armed Forces of the United States when not in the active military service, nor for training received at an institution at which no commissioned officer of the active military forces is detailed by orders of the appropriate department as professor of military science and tactics, professor of naval science, or professor of air science, nor for training received as a member of the Junior Division, Army ROTC.

27. Concurrent Membership in Reserve Component of an Armed Force:

a. Present and former commissioned officers of any component of the Army, Navy, Air Force, Marine Corps, or Coast Guard, and officers or former officers of the Public Health Service may not be enrolled in the AFROTC.

b. Persons who are members of the Reserve components of the Army, Navy, Marine Corps, or Coast Guard may be regularly enrolled in the basic course. However, such persons will not be enrolled as cadets in the advanced course until they have been discharged from such membership or transferred to the Air Force Reserve (see AFR 45-35).

c. Members of any component of the Armed Forces who are on active military duty may not be enrolled in the AFROTC.

d. Reserve airmen who are otherwise qualified and accepted for enrollment in the basic or advanced course will be enrolled therein, and will not be discharged from their Reserve status for the purpose of undertaking such course. However, Reserve airmen who are affiliated with Air Force Reserve units, units of the Air National Guard, or who hold mobilization assignments or designations, may be enrolled as conditional cadets in the advanced course pending release from such affiliation, assignments, or designations. Subsequent to release, they may participate concurrently in Air Force Reserve point-earning activities on an unassigned or non-affiliated status. A professor of air science will comply with AFR 45-35 if he has Reserve airmen enrolled.

28. Compression and Curtailment of Courses. Under Federal statute, the basic course may not be compressed or curtailed into a time period of less than 2 academic years. The advanced course will not be compressed or curtailed into a time period of less than 2 academic years.

29. Transfer of AFROTC Cadets. Inter-service transfer of AFROTC cadets is authorized under the Statements of Joint ROTC Policies (see attachments 1 and 2).

30. Discharge From Basic Course. With the concurrence of the institutional authorities the professor of air science may discharge a basic cadet from the AFROTC. Such discharge relieves the institution of its obligation to require the cadet concerned to complete the basic course as a prerequisite for graduation.

31. Discharge From Advanced Course:

a. The professor of air science may discharge a cadet from the advanced course. Each such discharge must receive the concurrence of the head of the institution or his designated representative.

b. A cadet will be discharged from the advanced course for the "convenience of the Government." A refund of commutation of subsistence paid the cadet will not be required.

c. A cadet who, for any reason, is unable to continue regular enrollment in the institution, will be discharged from the advanced course. Such cadet may be reenrolled in the advanced course upon his return to an institution having an AFROTC unit.

d. A cadet who, under competitive criteria, falls below acceptable retention standards will be discharged from the advanced course. Such cadet may be reenrolled only upon approval of the Commandant, Air Force ROTC.

e. The professor of air science may discharge a cadet because of inaptitude, indifference to training, incompatibility, willfully evading the terms of his advanced course agreement, for disciplinary reasons, or for reasons involving undesirable traits of character. A cadet so discharged will not be reenrolled in the advanced course.

f. The professor of air science will establish such board or boards as required to consider the cases of cadets recommended for discharge for reasons stated in e above. The board will be composed of at least three Air Force officers. The institution will be invited to provide a representative for board membership. Proceedings of the board will be in accordance with AFM 10-1 and AFR 11-1.

32. Discharge with Prejudice. A discharge "with prejudice" is established to provide an elimination from the advanced course of a cadet whose conduct is or has been such as to bring dishonor on the corps and upon himself. The board may recommend the cadet for discharge "with prejudice." The professor of air science will forward the case, with a statement from the head of the institution, to the Commandant, Air Force ROTC, for review and final approval. A cadet discharged "with prejudice" is not eligible for enrollment in an Air Force officer procurement program or for appointment in any component of the Air Force.

SECTION D--EDUCATION PROGRAM

33. Organization of Program, Textbooks, and Substitution of Academic Courses:

a. The AFROTC program of instruction is organized into the institutional phase which comprises the basic and advanced courses, and the AFROTC camp.

b. Textbooks for authorized air science courses and instructor guides will be prepared and issued by the Commandant, Air Force ROTC, subject to directives and final approval of Headquarters USAF.

c. The Commandant, Air Force ROTC, is authorized to approve requests for permission to substitute academic courses for a portion or portions of the AFROTC curriculum.

SECTION E --AFROTC GRADUATES

34. Appointment as Reserves of Air Force or Award of Certificate of Completion. AFROTC graduates may be either appointed as Reserves of the Air Force or awarded a certificate of completion, within the number prescribed by Headquarters, USAF, upon successful completion of the

military training prescribed by law and regulations, including the AFROTC camp, and upon being awarded a baccalaureate degree from an accredited educational institution.

35. Classification of Graduates. The Commandant, Air Force ROTC, is responsible for effecting the classification of AFROTC graduates in accordance with AFM 36-1 and pertinent directives. Institutional representatives should be invited to participate in the classification.

36. Administrative Procedures for Appointment and for Awarding Certificate of Completion. The Commandant, Air Force ROTC, will establish the administrative procedures for the appointment of AFROTC graduates as Reserves of the Air Force and for awarding certificate of completion to AFROTC graduates, in conformity with the policies of Headquarters USAF.

37. Application for Flying Training:

a. Cadets will complete applications for flying training in accordance with part THREE, AFM 35-7, and other special instructions which may be issued.

b. Cadets in category I and category IA who fail or refuse to make application for flying training within the established time limit will be discharged from the AFROTC program.

SECTION F--SUPPLY AND SERVICES

38. Supply and Equipment. Procedures relating to requisitioning, issue, receipt, turn-in, storage, care, and accounting for Government uniforms, supply, and equipment for the AFROTC are prescribed in section 4, volume XI, AFM 67-1.

39. Commutation. Policies governing commutation of subsistence and commutation in lieu of uniform will be prescribed by the Commandant, Air Force ROTC, in accordance with directives from Headquarters USAF and fiscal procedures for payments as prescribed in AFM 172-20.

40. Funds. Funding procedures will be implemented in accordance with AFM 172-1.

BY ORDER OF THE SECRETARY OF THE AIR FORCE:

Official:

H.F. TWining

Chief of Staff, U.S. Air Force

K. E. THIBAUD

Colonel, USAF

Air Adjutant General

2 Attachments:

1. Statement of Joint ROTC Policies, June 21, 1949
2. Statement of Joint ROTC Policies, January 15, 1954